# Cree

## *Language and Culture Nine-year Program*

## Classroom Assessment Materials

## Grade 6

*2010*

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The primary audience for this resource is:

| | |
|---|---|
| Teachers | ✓ |
| Administrators | |
| Students | |
| Parents | |

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# Classroom Assessment Materials
# Grade 6
# Cree Language and Culture

## Purpose

This document is designed to provide assessment materials for specific Grade 6 outcomes in the Cree Language and Culture Nine-year Program, Grades 4–5–6. The assessment materials are designed for the beginner level in the context of teaching for communicative competence.

Grade 6 learning outcomes from the Cree Language and Culture Nine-year Program, Grades 4–5–6 provided the basis for the development of the performance tasks and accompanying evaluation tools in this document. These assessment materials are intended to be closely linked to classroom practices and are aligned to the general and specific learner outcomes for Grade 6.

## About the Assessment Materials

The assessment materials included in this document consist of performance tasks that are accompanied by a variety of evaluation tools that teachers can use to gather evidence and information about student progress and achievement.

These assessment materials focus on the specific Grade 6 outcomes from the *Applications* and *Community Membership* components in the Cree Language and Culture Nine-year Program, Grades 4–5–6. These specific outcomes are identified as Principal Outcomes in each of the performance tasks. Specific outcomes from the *Language Competence* and *Strategies* components that support the Principal Outcomes, and are addressed in the performance tasks, are listed as Supporting Outcomes.

### **Assessment for Learning** and **Assessment of Learning**

The purposes of assessment can be divided into two categories: **assessment for learning** and **assessment of learning**.

**Assessment for learning**, also referred to as formative assessment, is characterized by the ongoing exchange of information about learning between teacher and student and between student and student. It provides information about student progress, allowing the teacher to make adjustments to best meet the learning needs of an individual student or an entire class. Assessment for learning involves specific, descriptive feedback but is **not** included in a performance grade. Assessment for learning promotes students' understanding of how they are doing in relation to learning outcomes and competence in setting personal learning goals. If students are to become competent users of assessment information, they need to be included in the assessment process.


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**Assessment of learning**, also referred to as summative assessment, checks what a student has learned at a given point in time. It most often occurs at the end of a period of instruction; e.g., a unit or term. Assessment of learning information is designed to be summarized in a performance grade and shared with students, parents and others outside the classroom who have a right to know.

Teachers make professional decisions to determine which type of assessment strategy is most appropriate at any given time during the instructional cycle.

## How and When to Use the Assessment Materials

- Performance tasks and their accompanying evaluation tools in this document are ordered according to the *Applications* and *Community Membership* outcomes they address. They are not intended to be followed in sequential order.

- Teachers may use the assessment materials at any point during the school year to gather information about how well students perform in relation to specific outcomes from the program of studies.

- Teachers can choose which of the evaluation tools they will use with their students. It is not intended that teachers use all evaluation tools included in this document.

- The assessment materials are designed to be used for the purposes of assessment *for* learning (formative).

- Performance tasks and their accompanying evaluation tools should be adapted according to the language abilities, needs and interests of students.

- It is expected that teachers will use the information they collect in assessments to provide students with ongoing feedback, set learning goals and determine areas for further instruction and intervention.

**Assessment of the Strategies Outcomes**

As students progress through the year, they should develop an awareness of a range of strategies and begin to apply them to assist their learning of the target language. As students engage in the performance tasks, it is recommended that teachers note students' emerging awareness of *language learning* and *language use* strategies to assist their comprehension and enhance communication.

The performance tasks in this document provide students with experiences that encourage them to use a variety of strategies; e.g., using gestures to aid comprehension, asking for clarification and working with others to complete a task. Strategies that help students complete the performance tasks are listed in the Supporting Outcomes section of each performance task description.

Students' use of strategies can be evaluated by students through self-assessment and by teachers as they observe and conference with students.


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## Principles of Effective Classroom Assessment

- **Assessment is ongoing**
  Assessment is a continuous process in which teachers gather information about student learning and consider it as they plan instruction. Ongoing student assessment facilitates decisions on how to best support student learning while students work toward achieving the outcomes in the program of studies.

  Assessment and evaluation provide feedback to teachers, students and parents about student learning. The goal of this feedback is to help improve students' future performance. The assessment process has no beginning or end; it is a continuous process that enhances teaching and learning.

- **Assessment employs a variety of strategies**
  "The most accurate profile of student achievement is based on the findings gathered from assessing student performance in a variety of contexts."[1] When teachers use a variety of assessment strategies, they are able to communicate about student performance in a range of outcomes in the program of studies.

- **Assessment criteria are clearly communicated**
  Assessment criteria describe what students are expected to do to meet intended learning outcomes. Assessment criteria, written in age-appropriate language, are communicated to students before they begin any assessment activity. Sharing criteria with students empowers them to monitor their learning and tell others about their progress.

- **Assessment involves students**
  Involve students in identifying their learning needs and goals. Facilitate self-assessment, peer assessment, conferencing and goal setting to enhance learning and to allow students to become effective users of assessment information.

- **Assessment demonstrates sensitivity to individual differences**
  Assessment impacts student motivation and self-esteem and, therefore, needs to be sensitive to how individual students learn. Assessment focuses on a student's progress and growth in relation to specific outcomes. Information is shared with students and parents to compare a student's performance with his or her previous performances. This involves ongoing specific and descriptive feedback, i.e., verbal or written, that highlights student strengths and suggests goals for improvement.

In summary, effective classroom assessment:

- addresses specific outcomes in the program of studies
- shares intended specific outcomes with students prior to instruction
- assesses before, during and after instruction
- employs a variety of assessment strategies and evaluation tools to indicate student achievement
- grounds assessment within contexts that are meaningful to students
- shares criteria with students before assessment activity begins
- provides frequent and descriptive specific feedback to students
- facilitates students' communication with others who have a right to know about their progress and achievement
- ensures students can describe what comes next in their learning.

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1. Alberta Assessment Consortium, *A Framework for Student Assessment* (Edmonton, AB: Alberta Assessment Consortium, 2005), p. 18.


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The following chart[2] clarifies the differences between assessment of learning and assessment for learning.

| Assessment **for** Learning (**formative** assessment) | Assessment **of** Learning (**summative** assessment) |
|---|---|
| Checks learning to decide what to do next, then provides suggestions of what to do; teaching and learning are indistinguishable from assessment | Checks what has been learned to date |
| Is designed to help educators and students improve learning | Is designed for the information of those not directly involved in daily learning and teaching (e.g., school administration, parents, school board, Alberta Education, post-secondary institutions) in addition to educators and students |
| Is used continually to provide descriptive feedback | Is presented in a periodic report |
| Usually uses detailed, specific and descriptive feedback, in a formal or informal report | Usually compiles data into a single number, score or mark as a formal report |
| Is not reported as part of an achievement grade | Is reported as part of an achievement grade |
| Usually focuses on improvement, compared with the student's previous best | Usually compares the student's learning with other students' learning, e.g., norm-referenced—making learning highly competitive, or the standard for a grade level; e.g., criterion-referenced—making learning more collaborative and individually focused |
| Must involve the student | Does not always involve the student |

2. Adapted from Ruth Sutton, unpublished document, 2001, in Alberta Assessment Consortium, *Refocus: Looking at Assessment for Learning* (Edmonton, AB: Alberta Assessment Consortium, 2003), p. 4.


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For Teacher Use

# *Astahcikôwin Ohci Ôte Nîkân* / Time Capsule

**Student's Performance Task Description**
Our province celebrated its 100th birthday in 2005 and Albertans learned about what life was like for young people 100 years ago. Your Grade 6 Cree class has decided to create a time capsule so people your age in the future can learn about you. Write some information about yourself and your life and enhance your writing with pictures or other materials. Your writing will be included in a school time capsule for Grade 6 students to open in several years.

| Principal Outcomes | |
|---|---|
| *A-1 To share information* | ❑ **A-1.1 share factual information**<br>a. describe people, places and things<br>b. describe series or sequences of events or actions |
| *A-2 To express emotions and personal perspectives* | ❑ **A-2.1 share ideas, thoughts, preferences**<br>b. record and share thoughts and ideas with others |
| *A-6 For imaginative purposes and personal enjoyment* | ❑ **A-6.3 personal enjoyment**<br>a. use the language for personal enjoyment |
| **Supporting Outcomes** | |
| *LC-3 Interpret and produce written and visual texts* | ❑ **LC-3.2 writing**<br>a. produce short, simple written texts in guided situations<br>❑ **LC-3.4 representing**<br>a. express meaning through the use of visual elements in a variety of media in guided and unguided situations |

**Materials**
- Magazines, clip art, pencil crayons, paints, fabric and other craft materials

**Alternative Assessment Task**
Create a celebrity collage. Choose a famous person and write some information about them. Find and/or draw pictures to enhance your writing. Display your collage in the classroom.


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For Student Use

# *Astahcikôwin Ohci Ôte Nîkân* / Time Capsule

**Performance Task Description**

Our province celebrated its 100th birthday in 2005 and Albertans learned about what life was like for young people 100 years ago. Your Grade 6 Cree class has decided to create a time capsule so people your age in the future can learn about you. Write some information about yourself and your life and enhance your writing with pictures or other materials. Your writing will be included in a school time capsule for Grade 6 students to open in several years.

**Instructions**

1. Working with your classmates and your teacher, create sentence starters to help you write about yourself. Include ideas to help describe yourself and your thoughts about different topics.

   **Sample phrases**
   - *Tan´si.*
   - _____ *nitsihkâson.*
   - _____ *tahtopîpon'eyân.*
   - _____ *ni wîkin.*
   - _____ *Nimiweyten* _____.
   - *Niyanân peyak oskan* _____.
   - *Ote nikâ* _____.
   - *Ayi wake tamân* _____.

2. Using the sentence starters, write several sentences about yourself.

3. When you have finished your writing, enhance it with drawings, pictures or arts and crafts materials that you think will help communicate who you are.

4. Share your work with your classmates before submitting it to your teacher for the time capsule.

**Evaluation Tools**
- Peer Assessment
- Self-assessment
- Rubric


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# *Astahcikôwin Ohci Ôte Nîkân* / Time Capsule: Peer Assessment

**Provide positive feedback to up to four of your classmates, using the cards below.**

*Pîsim/Kîsikaw:* _____

***Poko Itôtamihk*: you described yourself and shared your ideas**

*Tan´si* _____ ,
*Kitastahcikôwinihk ôte, nîkân, ninâkatâpahtîn ...*

*Ni wîhowin* _____

*Pîsim/Kîsikaw:* _____

***Poko Itôtamihk*: you described yourself and shared your ideas**

*Tan´si* _____ ,
*Kitastahcikôwinihk ôte, nîkân, ninâkatâpahtîn ...*

*Ni wîhowin* _____

*Pîsim/Kîsikaw:* _____

***Poko Itôtamihk*: you described yourself and shared your ideas**

*Tan´si* _____ ,
*Kitastahcikôwinihk ôte, nîkân, ninâkatâpahtîn ...*

*Ni wîhowin* _____

*Pîsim/Kîsikaw:* _____

***Poko Itôtamihk*: you described yourself and shared your ideas**

*Tan´si* _____ ,
*Kitastahcikôwinihk ôte, nîkân, ninâkatâpahtîn ...*

*Ni wîhowin* _____


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# *Astahcikôwin Ohci Ôte Nîkân* / Time Capsule: Self-assessment

*Ni wîhowin:* _____ *Pîsim/Kîsikaw:* _____

A-1.1a, A1.1b, A-2.1b

When I wrote information about myself and my ideas for my time capsule, I noticed ...

- _____
- _____
- _____
- _____
- _____

LC-3.2a, LC-3.4a

Using pictures or other materials to support my writing was _____ (interesting/fun/difficult) because ...

- _____
- _____
- _____
- _____
- _____
- _____

A-6.3a

What I enjoyed most about working on my time capsule was ...

- _____
- _____
- _____


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# *Astahcikôwin Ohci Ôte Nîkân* / Time Capsule: Rubric

*Ni wîhowin:* _____ *Pîsim/Kîsikaw:* _____

| *Itah Eyayât* / *Okiskinohamâwâkan* | *Metoni Miywâsin* | *Mistahi Miywâsin* | *Ekwayakohk Miywâsin* | *Nawac Nakihtin* | *Metoni Namôya* |
|---|---|---|---|---|---|
| A-1.1a, A-1.1b<br>• **describes himself or herself** | describes himself or herself with **precise** and **pertinent** details ☐ | describes himself or herself with **specific** and **appropriate** details ☐ | describes himself or herself with **simplistic** and **related** details ☐ | describes himself or herself with **vague** and/or **irrelevant** details ☐ | No score is awarded because there is insufficient evidence of student performance, based on the requirements of the assessment task |
| A-2.1b<br>• **shares thoughts and ideas** | shares **detailed** thoughts and ideas ☐ | shares **specific** thoughts and ideas ☐ | shares **general** thoughts and ideas ☐ | shares **superficial** thoughts and ideas ☐ | |
| LC-3.2a, LC-3.4a<br>• **uses visual elements to express meaning** | uses **compelling** visual elements to express meaning ☐ | uses **imaginative** visual elements to express meaning ☐ | uses **simplistic** visual elements to express meaning ☐ | uses visual elements that **do little** to express meaning ☐ | ☐ |


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For Teacher Use

# *Kiyoketân Kotak Kisinamâto Kamik* / Let's Visit Another School

**Student's Performance Task Description**
A teacher from the junior high school has asked to talk to your class about the different extracurricular activities offered to Grade 7 students next year. You will fill out a form indicating the activities and clubs in which you would be interested. To help you with your decisions, discuss the various choices with a partner. Keep track of your ideas to help you fill out your form.

| Principal Outcomes | |
|---|---|
| ***A-2 To express emotions and personal perspectives*** | ❑ **A-2.1 share ideas, thoughts, preferences**<br>a. inquire about and express likes and dislikes<br>b. record and share thoughts and ideas with others |
| ***A-4 To form, maintain and change interpersonal relationships*** | ❑ **A-4.1 manage personal relationships**<br>b. talk about themselves and their family and respond to the talk of others by showing attention and interest |

| Supporting Outcomes | |
|---|---|
| ***LC-2 Interpret and produce oral texts*** | ❑ **LC-2.3 interactive fluency**<br>a. engage in a simple interactions, using simple sentences and/or phrases |
| ***S-2 Language use*** | ❑ **S-2.1 language use**<br>a. identify and use a variety of strategies to enhance language use; e.g., use knowledge of sentence patterns to form new sentences |

**Materials**
- A sample registration form, Web site or pamphlet from the junior high school that mentions extracurricular activities and clubs

**Alternative Assessment Task**
Your teacher will be away one day next week and has asked your Cree class to suggest activities or games you could play that day. Suggest to a partner one game or activity you enjoy and why you enjoy it. Ask your partner if he or she would be interested in trying your suggested game or activity. Listen to your partner's suggestion and offer your opinion. Write down your ideas for a class game or activity for your teacher.


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# *Kiyoketân Kotak Kisinamâto Kamik* / Let's Visit Another

**Performance Task Description**

A teacher from the junior high school has asked to talk to your class about the different extracurricular activities offered to Grade 7 students next year. You will fill out a form indicating the activities and clubs in which you would be interested. To help you with your decisions, discuss the various choices with a partner. Keep track of your ideas to help you fill out your form.

**Instructions**

1. With your classmates, brainstorm a list of extracurricular activities you think will be offered in the junior high school that you will be attending.
2. Ask your partner about the activities he or she likes or dislikes. Tell your partner about the activities you like and dislike and explain why. Be sure to take notes during your discussion.

   **Sample phrases**

   - *Nimîyweten tametaweyân, Ni nohte metawân* _____.
   - *Kimiyweten tametaweyin cî?*
   - *Ehâ/Môya Nimiyeten tanikamoyân* _____.
   - *Kimîyeten cî takasiskwâsôyin?*
     - *Kikawîy ci kakiwicihtasow?*
     - *Kimîyeten cî tamekisehkacikeyin?*
     - *Kohkom cî kakiwîcihtasow?*
     - *Kimîyetan cî ta-osehcikeyin?*
   - *Kimîyeten cî tanemêhtoyin?*
     - *Kimîyeten cî tapwatisimôyin?*
     - *Kohtawîy ci kakiwicihtasow?*
     - *Kimîyeten cî tanisosimoyin?*
     - *Kohcawis ci kakiwicihtosow?*
3. Use your discussion notes to help you make decisions about the clubs and activities in which you want to participate.

**Evaluation Tools**

- Self-assessment Rating Scale
- Peer-assessment Rating Scale
- Observation Checklist


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# *Kiyoketân Kotak Kisinamâto Kamik* / Let's Visit Another School: Self-assessment Rating Scale

*Ni wîhowin:* _____ *Pîsim/Kîsikaw:* _____

| *Nikakî ...* | | *Ehâ* | *Miyo Mâcipayow* | *Namacîskwa* | *Mahti nâkatôhkî ...* |
|---|---|---|---|---|---|
| A-2.1a, A-4.1b, LC-2.3a | • ask someone else about which activities they like and dislike | | | | |
| A-2.1b | • make notes about the ideas I have shared with others | | | | |
| S-2.1a | • use the sample sentences to create my own sentences | | | | |



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# *Kiyoketân Kotak Kisinamâto Kamik* / Let's Visit Another School: Peer-assessment Rating Scale

*Ni wîhowin:* _____ *Pîsim/Kîsikaw:* _____

*Kakwecihkemowin niwihten:* _____

| *Kikakî ...* | | *Ehâ* | *Kîkâc Ekota* | *Namacîskwa* | *Ôma tâpiskôc ...* |
|---|---|---|---|---|---|
| A-2.1a, A-4.1b, LC-2.3a | • ask me about which activities I liked and disliked | | | | |
| A-2.1b | • share some ideas with me | | | | |
| *Kîkway kwayask etôtaman ...* | | | | | |
| *Apisis kiskinawâsihkîmôwin kîhtwâm ohci ...* | | | | | |
| *Niwîcîwâkan onaskwewasimôwin tân'si e-iteyihta mân ...* | | | | | |


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# *Kiyoketân Kotak Kisinamâto Kamik* / Let's Visit Another School: Observation Checklist

*Pîsim/Kîsikaw:* _____

***Poko Itôtamihk:*** A-2.1a, A-2.1b The student engages in simple interactions about likes and dislikes

| *Okiskinohamâwâkan* | *Ehâ* | *Namacîskwa* | *Itwewina* |
|---|---|---|---|
| 1. | | | |
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| 30. | | | |


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# *Itwewina / Cree Sayings*

**Student's Performance Task Description**
Several language arts classes in your school will be holding a Poetry Day. Your Cree class will participate by writing Cree sayings and presenting them at the event. Write your own saying to share with your classmates.

| Principal Outcomes | |
|---|---|
| ***A-2 To express emotions and personal perspectives*** | ❑ **A-2.1 share ideas, thoughts, preferences**<br>b. record and share thoughts and ideas with others |
| ***A-6 For imaginative purposes and personal enjoyment*** | ❑ **A-6.2 creative/aesthetic purposes**<br>a. use the language creatively and for aesthetic purposes |
| **Supporting Outcomes** | |
| ***LC-1 Attend to the form of the language*** | ❑ **LC-1.1 phonology**<br>b. recognize the effects in sounds; eg., elision, long vowels |
| ***LC-2 Interpret and produce oral texts*** | ❑ **LC-2.2 speaking**<br>a. produce short, simple oral texts in guided situations |
| ***S-1 Language learning*** | ❑ **S-1.1 language learning**<br>a. identify and use a variety of strategies to enhance language learning; e.g., rehearse the language |

**Materials**
- Templates for different types of sayings
- Samples of different sayings of personal relevance, in Cree or English

**Alternative Assessment Task**
Students choose a poem or simple story they especially enjoy and participate in a choral reading of the poem or story with others. They rehearse and present their work to their classmates.


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# *Itwewina / Cree Sayings*

**Performance Task Description**

Several language arts classes in your school will be holding a Poetry Day. Your Cree class will participate by writing Cree sayings and presenting them at the event. Write your own saying to share with your classmates.

**Instructions**

1. With your classmates, read different sayings in which the writers share their thoughts and ideas in simple ways.

2. Use your own thoughts and ideas to create a saying. You might find it helpful to use some of the formats you saw in the sample sayings; e.g., Elders' sayings are usually teaching sayings, such as, "If you put your moccasins on the wrong feet, you will meet a bear."

3. Practise reading your saying aloud to others and think about how you can use your voice to best read your sayings.

4. Share your saying aloud with your classmates.

**Evaluation Tools**

- Self-assessment
- Rating Scale
- Peer Assessment
- Rubric


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# *Itwewina* / Cree Sayings: Self-assessment

*Ni wîhowin:* _____ *Pîsim/Kîsikaw:* _____

| *Nikakî ...* | *Ehâ, nikî itôtîn ekwa ...* | *Namôya, namôya cîskwa wiya ...* |
|---|---|---|
| LC-1.1b<br>• make sure I put stress or emphasis on the right words | | |
| LC-2.2a, S-1.1a<br>• rehearse my oral presentation | | |

***Nimamihcisin tân'si ...***

***Kîhtwâm, nikakwe ...***


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# *Itwewina* / Cree Sayings: Rating Scale

*Ni wihôwin:* _____ *Pîsim/Kîsikaw:* _____

| | *Metoni Miywâsin* | *Mistahi Miywâsin* | *Ekwakohk Miywâsin* | *Namacîskwa* |
|---|---|---|---|---|
| ***Kikakî ...*** | | | | |
| A-2.1b, LC-2.2a • shares their thoughts and ideas | ● | ● | ● | ● |
| A-6.2a • uses the language creatively | ● | ● | ● | ● |
| LC-1.1b • uses intonation and stress to read a poem | ● | ● | ● | ● |

***Itwewina***


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For Student Use

# *Itwewina* / Cree Sayings: Peer Assessment

**Provide positive feedback to up to four of your classmates, using the cards below.**

*Pîsim/Kîsikaw:* _____

***Poko Itôtamihk*: present a Cree saying you have created**

*Tan´si* _____,
*Ispî kâwâpahtîhiwiyan kititwewin,*
*kinâkatâpamitin ...*

*Ni wîhowin* _____

*Pîsim/Kîsikaw:* _____

***Poko Itôtamihk*: present a Cree saying you have created**

*Tan´si* _____,
*Ispî kâwâpahtîhiwiyan kititwewin,*
*kinâkatâpamitin ...*

*Ni wîhowin* _____

*Pîsim/Kîsikaw:* _____

***Poko Itôtamihk*: present a Cree saying you have created**

*Tan´si* _____,
*Ispî kâwâpahtîhiwiyan kititwewin,*
*kinâkatâpamitin ...*

*Ni wîhowin* _____

*Pîsim/Kîsikaw:* _____

***Poko Itôtamihk*: present a Cree saying you have created**

*Tan´si* _____,
*Ispî kâwâpahtîhiwiyan kititwewin,*
*kinâkatâpamitin ...*

*Ni wîhowin* _____


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# *Itwewina* / Cree Sayings: Rubric

*Ni wihôwin:* _____ *Pîsim/Kîsikaw:* _____

| *Itah Eyayât* / *Okiskinohamâwâkan* | *Metoni Miywâsin* | *Mistahi Miywâsin* | *Ekwayakohk Miywâsin* | *Nawac Nakihtin* | *Metoni Namôya* |
|---|---|---|---|---|---|
| A-2.1b, A-6.2a<br>• **shares ideas and preferences through a saying** | shares **insightful** and **detailed** ideas and preferences | shares **thoughtful** and **deep** ideas and preferences | shares **simplistic** and **predictable** ideas and preferences | shares **incomplete** and/or **superficial** ideas and preferences | No score is awarded because there is insufficient evidence of student performance, based on the requirements of the assessment task |
| LC-1.1b, LC-2.2a<br>• **uses intonation and stress** | uses intonation and stress **skillfully** | uses intonation and stress **competently** | uses intonation and stress **appropriately** and communication is **occasionally interrupted** | uses intonation and stress **ineffectively** and communication is **frequently interrupted** | |


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For Teacher Use

# *Atoskewin ekwa Kaskîhtamâsôwin* / Work and Privilege

**Student's Performance Task Description**
You and your friends think that because you are all growing older, you should have more privileges at home. To prepare for a discussion with your parents on the subject, you decide to find out what other kids your age are allowed and expected to do at home. Survey your classmates about what privileges and responsibilities they have. Use the results to decide how to approach your parents.

| Principal Outcomes | |
|---|---|
| *A-2 To express emotions and personal perspectives* | ❑ **A-2.1 share ideas, thoughts, preferences**<br>b. record and share thoughts and ideas with others |
| *A-3 To get things done* | ❑ **A-3.2 state personal actions**<br>b. inquire about and express ability and inability to do something |

| Supporting Outcomes | |
|---|---|
| *LC-5 Apply knowledge of how the language is organized, structured and sequenced* | ❑ **LC-5.2 text forms**<br>a. use some simple text forms in their own productions |
| *S-2 Language use* | ❑ **S-2.1 language use**<br>a. identify and use a variety of strategies to enhance language use; e.g., use words visible in the immediate environment |

**Materials**
- Survey templates
- A chart on which to record information from brainstorming
- A list of vocabulary for responsibilities and privileges

**Alternative Assessment Task**
Your principal has asked your Cree class to prepare a short article for the school newsletter that highlights your understanding of Cree language and culture. Survey your classmates about what they know and are able to do in Cree—and what they are still unable to do but are working toward achieving.


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**For Student Use**

# *Atoskewin ekwa Kaskîhtamâsôwin* / Work and Privilege

**Performance Task Description**

You and your friends think that because you are all growing older, you should have more privileges at home. To prepare for a discussion with your parents on the subject, you decide to find out what other kids your age are allowed and expected to do at home. Survey your classmates about what privileges and responsibilities they have. Use the results to decide how to approach your parents.

**Instructions**

1. With your classmates, brainstorm, in Cree, a list of privileges and responsibilities you have at home and a list of other privileges you would like to have.

2. Create a list of survey questions you will use to find out what your classmates' privileges and responsibilities are at home. Use the brainstormed list of privileges and responsibilities you created in Step 1 to help you.

| **Sample Phrases** | **Sample Questions** |
|---|---|
| • *Nikaskihtân ...* | • *Kitînamakowin ci ta ... ?* |
| • *Piko takaskihtayân ...* | • *Kîkway acoskêwin ... ?* |
| • *Moya nitâhnamakowin ...* | • *Kîkway kinohta itoheten ... ?* |

3. Write your survey, in Cree.

4. Conduct your survey with your classmates.

5. Summarize the results of your survey in a few sentences.

**Evaluation Tools**

- Self-assessment Rating Scale and Goal Setting
- Observation Checklist
- Peer Assessment


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# *Atoskewin ekwa Kaskîhtamâsôwin* / Work and Privilege: Self-assessment Rating Scale and Goal Setting

*Ni wîhowin:* _____ *Pîsim/Kîsikaw:* _____

| | *Nikakî ...* | *Ehâ* | *Kikac Ekota* | *Namacîskwa* | *Kîkway nikakî itôtîn nawac ta miyosîhtâyan ...* |
|---|---|---|---|---|---|
| A-2.1b | • write down my ideas to share with others | | | | |
| A-3.2b | • ask others what their privileges and responsibilities are | | | | |
| LC-5.2a | • create a survey sheet | | | | |
| S-2.1a | • use the brainstorming list to create my survey | | | | |
| *Kîhtwâm, nika ...* | | | | | |


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# *Atoskewin ekwa Kaskîhtamâsôwin* / Work and Privilege: Observation Checklist

*Pîsim/Kîsikaw:* _____

***Poko Itôtamihk:*** A-3.2b The student inquires about and expresses an ability and inability to do something

| *Okiskinohamôwâkan* | *Kwaysk* | *Namacîskwa* | *Ninâkatâpahtîn ...* |
|---|---|---|---|
| 1. | | | |
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# *Atoskewin ekwa Kaskîhtamâsôwin* / Work and Privilege: Peer Assessment

**Provide positive feedback to up to four of your classmates, using the cards below.**

*Pîsim/Kîsikaw:* _____

***Poko Itôtamihk*: ask for and share opinions in a Cree-language survey**

*Tan´si* _____,
*Ispî kâ itôtaman kimasinahikewin,*
*ninâkatâpahtîn ...*

*Ni wîhowin* _____

*Pîsim/Kîsikaw:* _____

***Poko Itôtamihk*: ask for and share opinions in a Cree-language survey**

*Tan´si* _____,
*Ispî kâ itôtaman kimasinahikewin,*
*ninâkatâpahtîn ...*

*Ni wîhowin* _____

*Pîsim/Kîsikaw:* _____

***Poko Itôtamihk*: ask for and share opinions in a Cree-language survey**

*Tan´si* _____,
*Ispî kâ itôtaman kimasinahikewin,*
*ninâkatâpahtîn ...*

*Ni wîhowin* _____

*Pîsim/Kîsikaw:* _____

***Poko Itôtamihk*: ask for and share opinions in a Cree-language survey**

*Tan´si* _____,
*Ispî kâ itôtaman kimasinahikewin,*
*ninâkatâpahtîn ...*

*Ni wîhowin* _____


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For Teacher Use

# *Mosetawin Itahmacihowin* / Asking about Feelings

**Student's Performance Task Description**
A local author is writing a novel, using Grade 6 students as the main characters. The author wants information about how Grade 6 students feel in different real-life situations. Your teacher has offered to help by having you share your own experiences. The author will use the information to help write the novel.

| Principal Outcomes | |
|---|---|
| *A-2 To express emotions and personal perspectives* | ❑ **A-2.2 share emotions, feelings**<br>a. inquire about, record and share personal experiences involving an emotion or a feeling |

| Supporting Outcomes | |
|---|---|
| *LC-2 Interpret and produce oral texts* | ❑ **LC-2.3 interactive fluency**<br>a. engage in simple interactions, using simple sentences and/or phrases |
| *S-2 Language use* | ❑ **S-2.1 language use**<br>a. identify and use a variety of strategies to enhance language use; e.g., use various techniques (brainstorming or idea logs) to explore ideas at the planning stage |

**Materials**
- A brainstormed list of questions about feelings and emotions
- A list of sentence starters

**Alternative Assessment Task**
Your teacher has an opportunity to twin your class with another Grade 6 Cree class. The application form includes a survey that you will use to share your thoughts, opinions and feelings about certain situations. Complete the survey, in Cree, with your classmates.


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For Student Use

# *Mosetawin Itahmacihowin* / Asking about Feelings

**Performance Task Description**

A local author is writing a novel, using Grade 6 students as the main characters. The author wants information about how Grade 6 students feel in different real-life situations. Your teacher has offered to help by having you share your own experiences. The author will use the information to help write the novel.

**Instructions**

1. With your teacher's help, think of different situations in which you experience emotions and feelings.

   **Examples**

   - *Kîspin ka wanikiskisiyan kîkway ...*
   - *Kîspin kamayimacihot nitem ahpo niminosim ...*
   - *Kîspin kamiyetak kawâpamit nitotem ...*
   - *Kispin kahkosîyân ...*
   - *Kispin kakisowahalc nikâwîy ahponohtawîy ...*
   - *Kispin ka-otawikoyan metawewin ...*

2. Use these ideas to create a simple questionnaire you can use to find out how your classmates feel in these different situations.

3. Ask your classmates the questions. Record their answers and offer your own answers for them to record.

4. Share the results with your teacher.

**Evaluation Tools**

- Observation Checklist
- Self-assessment
- Peer-assessment Rating Scale


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# *Mosetawin Itahmacihowin* / Asking about Feelings: Observation Checklist

*Pîsim/Kîsikaw:* _____

| ***Poko Itôtamihk:*** A-2.2a, LC-2.3a The student shares personal experiences in simple interactions | | | |
|---|---|---|---|
| ***Okiskinohamôwâkan*** | ***Ehâ*** | ***Namacîskwa*** | ***Itwewina*** |
| 1. | | | |
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# *Mosetawin Itahmacihowin* / Asking about Feelings: Self-assessment

*Ni wîhowin:* _____ *Pîsim/Kîsikaw:* _____

| *Poko Itôtamihk* | *Kîkwây kwayasknitôtîn ...* | *Otâhk etâpiyân ...* | *Nîkân etâpiyân ...* |
|---|---|---|---|
| A-2.2a, LC-2.3a • when I asked my classmates about their feelings | | | |
| A-2.2a, LC-2.3a • when I shared my feelings and emotions with others | | | |
| S-2.1a • when I brainstormed words and phrases with my classmates | | | |


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# *Mosetawin Itahmacihowin* / Asking about Feelings: Peer-assessment Rating Scale

*Ni wîhowin:* _____ *Pîsim/Kîsikaw:* _____

*Kakwecihkemowin niwihten:* _____

| | _____*takî* ... *Ni wîhowin* | *Ehâ* | *Miyo Mâcipayow* | *Namacîskwa* | *Nikiskiyihtîn ôma wiya* ... |
|---|---|---|---|---|---|
| A-3.1b | • inquire about, record and share personal experiences | | | | |
| A-3.1a | • engage in simple interactions with classmates | | | | |
| *Kitôtamôwinihk, nimiyweyihtîn* ... | | | | | |
| *Apisis kiskinawâsihkîmôwin kîhtwâm ohci* ... | | | | | |
| *Niwîcîwâkan onsakwewasimôwin tân'si e-iteyihtamân* ... | | | | | |


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For Teacher Use

# *Tahto Kîsikaw Sîsahwiwin* / Daily Physical Activity

**Student's Performance Task Description**
Students in your school participate in Daily Physical Activity. Your teacher has asked you and your classmates to take turns leading your Cree class in a simple physical activity during Daily Physical Activity time. Plan an activity and lead your classmates through it.

| Principal Outcomes | |
|---|---|
| ***A-3 To get things done*** | ❑ **A-3.1 guide actions of others**<br>a. encourage or discourage others from a course of action<br>b. give and follow a simple sequence of instructions<br>❑ **A-3.3 manage group actions**<br>a. encourage other group members to participate |
| ***A-6 For imaginative purposes and personal enjoyment*** | ❑ **A-6.1 humour/fun**<br>a. use the language for fun and to interpret humour |
| **Supporting Outcomes** | |
| ***LC-5 Apply knowledge of how the language is organized, structured and sequenced*** | ❑ **LC-5.1 cohesion/coherence**<br>a. link several sentences coherently |
| ***S-2 Language use*** | ❑ **S-2.1 language use**<br>a. identify and use a variety of strategies to enhance language use; e.g., use words visible in the immediate environment and/or use knowledge of sentence patterns to form new sentences |

**Materials**
- A brainstormed list of body parts, commands and words of encouragement or caution written on the board or on chart paper

**Alternative Assessment Task**
Take turns leading your classmates in games; e.g., Follow the Leader or Simon Says. Give commands, in Cree, to your classmates and provide encouragement to them.


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**For Student Use**

# *Tahto Kîsikaw Sîsahwiwin* / Daily Physical Activity

**Performance Task Description**

Students in your school participate in Daily Physical Activity. Your teacher has asked you and your classmates to take turns leading your Cree class in a simple physical activity during Daily Physical Activity time. Plan an activity and lead your classmates through it.

**Instructions**

1. With your classmates, brainstorm simple physical actions you could tell others to do in the classroom; e.g., jump, run, bend.
2. Plan, in Cree, your own simple exercise routine through which to lead your classmates.

   **Sample words and phrases**

   - *Pimpahtâ ...*
   - *Api ...*
   - *Pasikona ...*
   - *Nîpawi ...*
   - *Kwâskoti ...*
   - *Kweyask ota nîpawi ...*

3. Use words to put the actions in order.

   **Sample words**

   - *nikân*
   - *mweci niso*
   - *mweci nisto*
   - *Kihtwâm*
   - *mamawâci nâhway*

4. Include words and phrases of encouragement and caution in your exercise routine.

   **Sample words and phrases**

   - *Wahwa!*
   - *Kohcita!*
   - *Peyahtik*
   - *Kintwan Kihtwâm*
   - *Tahkaki?*
   - *Ahkamemo ...*

5. You may wish to first practise your routine, in Cree, with a partner.
6. Share your exercise routine with the class. Make sure to ask your classmates to join you at the beginning of your exercise routine.

**Evaluation Tools**

- Self-assessment Rating Scale
- Rating Scale
- Peer-assessment Rating Scale
- Rubric


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# *Tahto Kîsikaw Sîsahwiwin* / Daily Physical Activity: Self-assessment Rating Scale

*Ni wîhowin:* _____ *Pîsim/Kîsikaw:* _____

| *Nikakî ...* | | *Ehâ* | *Miyo Mâcipayow* | *Namacîskwa* |
|---|---|---|---|---|
| A-3.1a | • encourage my classmates | | | |
| A-3.1b, LC-5.1a | • give my classmates commands to do physical actions | | | |
| S-2.1a | • use the words and phrases my teacher gave us in my activity | | | |


# *Tahto Kîsikaw Sîsahwiwin* / Daily Physical Activity: Self-assessment Rating Scale

*Ni wîhowin:* _____ *Pîsim/Kîsikaw:* _____

| *Nikakî ...* | | *Ehâ* | *Miyo Mâcipayow* | *Namacîskwa* |
|---|---|---|---|---|
| A-3.1a | • encourage my classmates | | | |
| A-3.1b, LC-5.1a | • give my classmates commands to do physical actions | | | |
| S-2.1a | • use the words and phrases my teacher gave us in my activity | | | |




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## *Tahto Kîsikaw Sîsahwiwin* / Daily Physical Activity: Rating Scale

*Ni wihôwin:* _____ *Pîsim/Kîsikaw:* _____

| *Kikakî ...* | | *Ehâ* | *Miyo Mâcipayow* | *Namacîskwa* |
|---|---|---|---|---|
| A-3.1b | • give a series of commands to others | ☐ | ☐ | ☐ |
| A-3.1a | • use encouraging and/or discouraging phrases | ☐ | ☐ | ☐ |
| LC-5.1a | • link sentences coherently | ☐ | ☐ | ☐ |
| A-3.3a | • encourage others to participate | ☐ | ☐ | ☐ |

*Sôhkisîwina*

_____

*Nakâhikanôwina*

_____

✂----------


## *Tahto Kîsikaw Sîsahwiwin* / Daily Physical Activity: Rating Scale

*Ni wihôwin:* _____ *Pîsim/Kîsikaw:* _____

| *Kikakî ...* | | *Ehâ* | *Miyo Mâcipayow* | *Namacîskwa* |
|---|---|---|---|---|
| A-3.1b | • give a series of commands to others | ☐ | ☐ | ☐ |
| A-3.1a | • use encouraging and/or discouraging phrases | ☐ | ☐ | ☐ |
| LC-5.1a | • link sentences coherently | ☐ | ☐ | ☐ |
| A-3.3a | • encourage others to participate | ☐ | ☐ | ☐ |

*Sôhkisîwina*

_____

*Nakâhikanôwina*

_____




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**For Student Use**

# *Tahto Kîsikaw Sîsahwiwin* / Daily Physical Activity: Peer-assessment Rating Scale

*Ni wîhowin:* _____ *Pîsim/kîsikaw:* _____

*Kakwecihkemowin niwihten:* _____

| | _____ *takî ...* *Ni wîhowin* | *Ehâ* | *Miyo Mâcipayow* | *Namacîskwa* | *Nikiskiyihtîn ôma wiya ...* |
|---|---|---|---|---|---|
| A-3.1b | • lead us in a physical activity | | | | |
| A-3.1a | • encourage us during the activity | | | | |
| *Kitôtamôwinihk, nimiyweyihtîn ...* | | | | | |
| *Apisis kiskinawâsihkîmôwin kîhtwâm ohci ...* | | | | | |
| *Niwîcîwâkan onsakwewasimôwin tân'si e-iteyihtamân ...* | | | | | |


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**For Teacher Use**

# *Tahto Kîsikaw Sîsahwiwin* / Daily Physical Activity: Rubric

*Ni wîhowin:* _____ *Pîsim/Kîsikaw:* _____

| *Itah Eyayât* / *Okiskinohamâwâkan* | *Metoni Miywâsin* | *Mistahi Miywâsin* | *Miywâsin* | *Namoya Metoni* | *Metoni Namôya* |
|---|---|---|---|---|---|
| **A-3.1b, A-6.1a**<br>• **gives a simple series of instructions** | gives a simple series of **precise** instructions with confidence ☐ | gives a simple series of **systematic** instructions ☐ | gives a simple series of **adequate** instructions with hesitation ☐ | gives a simple series of **inappropriate** instructions without confidence ☐ | No score is awarded because there is insufficient evidence of student performance, based on the requirements of the assessment task |
| **LC-5.1a, S-2.1a**<br>• **links sentences together** | links sentences together **purposefully** ☐ | links sentences together **logically** ☐ | links sentences together **simplistically** ☐ | links sentences together **ineffectively** ☐ | |
| **A-3.1a, A-3.3a**<br>• **encourages others to participate** | is **eager** when encouraging others to participate ☐ | is **willing** when encouraging others to particpate ☐ | is **hesitant** when encouraging others to participate ☐ | is **reluctant** when encouraging others to participate ☐ | ☐ |


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For Teacher Use

# *Nâkatâpi Kanawikîsîkwân* / Check Your Calendar

**Student's Performance Task Description**
Your teacher has noticed that everyone in your class likes to talk about weekend plans and what you do for fun. The teacher has asked you and your classmates to try planning your activities for the next month. Write down the activities you want to do. Invite your classmates to join you in these activities.

| Principal Outcomes | |
|---|---|
| ***A-3 To get things done*** | ❑ **A-3.2 state personal actions**<br>a. make and respond to offers and invitations |
| ***A-4 To form, maintain and change interpersonal relationships*** | ❑ **A-4.1 manage personal relationships**<br>a. make and consider social engagements |
| **Supporting Outcomes** | |
| ***LC-2 Interpret and produce oral texts*** | ❑ **LC-2.3 interactive fluency**<br>a. engage in simple interactions, using simple sentences and/or phrases |
| ***LC-3 Interpret and produce written and visual texts*** | ❑ **LC-3.2 writing**<br>a. produce short, simple written texts in guided situations |
| ***LC-5 Apply knowledge of how the language is organized, structured and sequenced*** | ❑ **LC-5.3 patterns of social interaction**<br>a. use simple conventions to open and close conversations and to manage turn taking |
| ***S-2 Language use*** | ❑ **S-2.1 language use**<br>a. identify and use a variety of strategies to enhance language use; e.g., ask for clarification or repetition when they do not understand, interpret and use a variety of nonverbal clues to communicate |

**Materials**
- A copy of a blank calendar for the month or agendas/day timer books normally used by students

**Alternative Assessment Task**
You and a partner each write down activities on a chart. You and your partner ask each other to join the activities you have listed and accept or decline each other's invitations.


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# *Nâkatâpi Kanawikîsîkwân* / Check Your Calendar

**Performance Task Description**

To cut down on the amount of class time used to talk about weekend plans and leisure activities, your teacher has asked you and your classmates to plan your activities for the next month. Write down the activities in which you want to participate. Invite your classmates to participate in them with you.

**Instructions**

1. With your class, brainstorm different activities you and your classmates do after school, at recess or on weekends; e.g., attend piano lessons, go to soccer practice, rent a movie, go swimming, play computer games.
2. Using a calendar or agenda book, write down the activities you plan to do for the next month.
3. Ask different classmates to join you in your activities. Make sure to start and end the conversation appropriately.

   **Sample phrases**

   - *Tân´si*
   - *Kâki nitawi!*
   - *Cikâstepayicikewin*
   - *Pakâsimo?*
   - *Pâkatowe*
   - *Kanawâpahtetân*
   - *Kâsô nitonaw ekwa*
   - *Mékwâc?*

4. Use phrases to accept or decline your partner's invitations.

   **Sample phrases**

   - *Ay-hay*
   - *Kawâpamitin*
   - *Kawâpamitin nikotwasikîsikaki*
   - *Hâw*
   - *Wîyakâc*
   - *Âpô kîhtwâm*
   - *Hâ*
   - *Tâpwe, haw*
   - *Kawâpamtin môcihkitâkwan*
   - *Namôya, moyanikaskihtân*
   - *Kihtwâm, wîyakac*

5. While you are conversing with your classmates, use strategies to help you communicate: e.g,
   - ask questions if you do not understand (Can you repeat that? What did you say?)
   - point to the activities/dates on your monthly planner if your partner is having difficulty understanding.
6. Write down on your monthly planner who will be joining you for different activities.

**Evaluation Tools**

- Self-assessment
- Feedback
- Rating Scale


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# *Nâkatâpi Kanawikîsîkwân* / Check Your Calendar: Self-assessment

*Ni wîhowin:* _____ *Pîsim/Kîsikaw:* _____

| *Poko Itôtamihk* | *Kikwây kwayasknitôtîn ...* | *Otâhk etâpiyân ...* | *Nîkân etâpiyân ...* |
|---|---|---|---|
| A-3.2a, A-4.1a • when I invited classmates to participate in activities with me | | | |
| A-3.2a, A-4.1a • when I was invited to participate in an activity | | | |
| LC-3.2a • when I wrote my activities for the month | | | |


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For Teacher Use

# *Nâkatâpi Kanawikîsîkwân* / Check Your Calendar: Feedback

***Poko Itôtamihk:***

| | |
|---|---|
| A-3.2a | makes and responds to invitations |
| A-4.1b | makes and considers social engagements |
| LC-2.3a | engages in simple interactions |
| LC-5.3a | uses simple conventions to open and close conversations |
| S-2.1a | identifies and uses a variety of interactive strategies; e.g., asks for clarification |

*Pîsim/Kîsikaw:* _____

*Tan´si* _____,

*Ispî kâ oyastâyek kiwîcîkiskinohamâkosimak, ninâkatâpahtîn…*

*Ninâkatâpahtîn asici…*

*Kihtwâm ahpo kakîkocihtân…*

*Ni wîhowin* _____


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# *Nâkatâpi Kanawikîsîkwân* / Check Your Calendar: Rating Scale

*Pîsim/Kîsikaw:* _____

| *Okiskinohamôwâkan takî ...* | A-3.2a make and respond to invitations | | | LC-5.3a, LC-2.3a, S-2.1a engage in simple interactions using appropriate conventions and strategies | | |
|---|---|---|---|---|---|---|
| | *Ehâ* | *Miyo Mâcipayow* | *Namacîskwa* | *Ehâ* | *Miyo Mâcipayow* | *Namacîskwa* |
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For Teacher Use

# *Kisihtanaw Kisinamâkosowin* / School Is Out

**Student's Performance Task Description**
Your Grade 6 class will be saying good-bye to elementary school by the end of the year. Your Cree class is planning a year-end celebration. To prepare for the many plans that will have to be made, your teacher has asked you and your classmates to form committees. Each committee in the class must assign roles and responsibilities to each person before the planning for the celebration can begin. With your committee, decide who will be responsible for different tasks.

| Principal Outcomes | |
|---|---|
| ***A-3 To get things done*** | ❑ **A-3.3 manage group actions**<br>b. assume a variety of roles and responsibilities as group members<br>c. negotiate in a simple way with peers in small-group tasks<br>d. explain or clarify responsibilities |
| **Supporting Outcomes** | |
| ***LC-2 Interpret and produce oral texts*** | ❑ **LC-2.3 interactive fluency**<br>a. engage in simple interactions, using simple sentences and/or phrases |
| ***LC-4 Apply knowledge of the sociocultural context*** | ❑ **LC-4.4 social conventions**<br>b. recognize simple social conventions in informal conversation |
| ***S-4 General learning*** | ❑ **S-4.1 general learning**<br>a. identify and use a variety of strategies to enhance general learning; e.g., take part in group decision-making processes |

**Materials**
- A brainstormed class list of useful vocabulary, structures and sentence starters

**Alternative Assessment Task**
Your teacher has asked your Cree class to help plan an upcoming field trip. To prepare for the field trip, your teacher has asked you and your classmates to form committees. Each committee in the class must assign roles and responsibilities to each person. With your committee, decide who will be responsible for different tasks.


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For Student Use

# *Kisihtanaw Kisinamâkosowin* / School Is Out

**Performance Task Description**

Your Grade 6 class will be saying good-bye to elementary school by the end of the year. Your Cree class is planning a year-end celebration. To prepare for the many plans that will have to be made, your teacher has asked you and your classmates to form committees. Each committee in the class must assign roles and responsibilities to each person before the planning before the celebration can begin. With your committee, decide who will be responsible for different tasks.

**Instructions**

1. As a class, brainstorm some specific ideas about what would be needed to have a classroom party; e.g., music, games, pizza, CD player.
2. Categorize your ideas; i.e., food, entertainment.
3. Sign up for one category/committee and meet with other students on your committee.
4. With your teacher's help, think of words and phrases to help you plan with your committee.

   **Examples**

   - *Niya masinahikesîs*
   - *Niya pisimokan nika kanaweyimow*
   - *Miyasin kitehtapowin*
   - *Nitehiten ...*
   - *Môya nitehiten*
   - *Tan´si kiteniten?*
   - *Niya nika kiskisomawak tanehiyawecik*
   - *Niya, nikamasinahikân*
   - *Nîy'ekwa*
   - *Nimiyeten kitehtapowin*
   - *Ay-hay!*
   - *Kîy'ekwa*
   - *Mistahi miyosin kitehitamowin*
5. Before planning with your committee, ensure everyone assigns themselves a role.
6. Plan your class party with your committee, using Cree when you can. Be sure to take turns and be polite.
7. Share your plan with the class.

**Evaluation Tools**

- Peer-assessment Rating Scale
- Self-assessment Rating Scale
- Observation Checklist


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**For Student Use**

# *Kisihtanaw Kisinamâkosowin* / School Is Out: Peer-assessment Rating Scale

*Ni wîhowin:* _____ *Pîsim/Kîsikaw:* _____

*Kakwecihkemowin niwihten:* _____

| *Niwîcîwâkan takî ...* | | *Ehâ* | *Kîkâc Ekota* | *Namacîskwa* | *Nikiskiyihtîn ôma wiya ...* |
|---|---|---|---|---|---|
| A-3.3b | • assume a role in our group | | | | |
| A-3.3c, LC-2.3a | • use Cree to work with others in our group | | | | |
| A-3.3d, S-4.1a | • explain his or her ideas when asked | | | | |
| *Kîkway kwayask etôtaman ...* | | | | | |
| *Apisis Kiskinawâsihkîmôwin kîhtwâm ohci ...* | | | | | |
| *Niwîcîwâkan onaskwewasimôwin tân'si e-iteyihtamân ...* | | | | | |


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# *Kisihtanaw Kisinamâkosowin* / School Is Out: Self-assessment Rating Scale

*Ni wîhowin:* _____ *Pîsim/Kîsikaw:* _____

| *Nikakî ...* | | *Ehâ* | *Miyo Mâcipayow* | *Namacîskwa* | *Nikiskiyihtîn ôma wiya ...* |
|---|---|---|---|---|---|
| A-3.3b | • tell others what my role will be in the group | | | | |
| A-3.3c, LC-4.4b | • act and speak respectfully to group members | | | | |
| A-3.3c, LC-2.3a | • use Cree when working in a group | | | | |
| A-3.3d, S-4.1a | • explain my ideas to help my group make decisions | | | | |


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# *Kisihtanaw Kisinamâkosowin* / School Is Out: Observation Checklist

*Pîsim/Kîsikaw:* _____

| *Okiskinohamôwâkan takî ...* | A-3.3b, assume roles and S-4.1a responsibilities as group members | | LC-2.3a, interact LC-4.4b respectfully, in Cree, with group members | | A-3.3c, use Cree to S-4.1a negotiate with peers and explain ideas | |
|---|---|---|---|---|---|---|
| | *Ehâ* | *Namacîskwa* | *Ehâ* | *Namacîskwa* | *Ehâ* | *Namacîskwa* |
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# *Mîyo Wîcihitasowak Kîsikaw* / Volunteers

**Student's Performance Task Description**
Your school is planning a Volunteer Appreciation Day for the parent and community volunteers who have made a contribution to your school. The Grade 6 classes are involved with planning events for the day. Your Cree class is in charge of planning the food. There will be both young people and adults attending the event, so food choices will need to appeal to everyone. Work with your classmates to determine which food items should be included in the menu for the Volunteer Appreciation Day.

| Principal Outcomes | |
|---|---|
| ***A-5 To enhance their knowledge of the world*** | ❑ **A-5.1 discover and explore**<br>a. discover relationships and patterns<br>❑ **A-5.2 gather and organize information**<br>a. compare and contrast items in simple ways |

| Supporting Outcomes | |
|---|---|
| ***LC-3 Interpret and produce written and visual texts*** | ❑ **LC-3.2 writing**<br>a. produce short, simple written texts in guided situations |
| ***S-2 Language use*** | ❑ **S-2.1 language use**<br>a. identify and use a variety of strategies to enhance language use; e.g., use words visible in the immediate environment, use various techniques to explore ideas in the planning stages, such as brainstorming |

**Materials**
- *Eating Well with Canada's Food Guide* and *Eating Well with Canada's Food Guide: First Nations, Inuit and Métis*
- Paper for creating charts
- Sample menus in Cree

**Alternative Assessment Task**
Create a menu for your dream restaurant, ensuring you have a wide variety of foods to appeal to many different customers. Create the menu by presenting food choices in a variety of ways.


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For Student Use

# *Mîyo Wîcihitasowak Kîsikaw* / Volunteers

**Performance Task Description**
Your school is planning a Volunteer Appreciation Day for the parent and community volunteers who have made a contribution to your school. The Grade 6 classes are involved with planning events for the day. Your Cree class is in charge of planning the food. There will be both young people and adults attending the event, so food choices will need to appeal to everyone. Work with your classmates to determine which food items should be included in the menu for the Volunteer Appreciation Day.

**Instructions**

1. Think about different foods and beverages that could be served at the Volunteer Appreciation Day.
2. With your teacher's help, add your suggestions, in Cree, to a class list of many different foods.
3. With your teacher's help, create categories for the food.
   **Example**
   - *Kihteayak Miyotamak*
   - *Oskayisiniwak Miyetamok*
   - *Iynto Mîcowin*
   - *Atawakan Mîcowin*
4. With a partner or in a small group, discuss which foods should go in each of the categories you have created. Foods might go into more than one category. You may want to use *Eating Well with Canada's Food Guide* to help you.
   **Sample phrases**
   - An apple is a healthy food and young people and adults like it.
   - Chips are junk food and young people like them.
5. Based on the information you have organized, participate in a class discussion about which foods should be served at the event to ensure a balanced menu.
6. With a partner or in a small group, decide whether the food items chosen for the event should be presented at the event as an appetizer, a beverage, an entrée or a dessert. Make a chart or lists to organize your choices
7. On your own, create a sample menu of the food to be served at the Volunteer Appreciation Day.
   **Sample vocabulary list**
   - *Iynto-mîcowin*
   - *kokkoso wiyas*
   - *Wapos micinapoy*
   - *picikwas*
   - *Mînisa*
   - *Atawakan Mîcowin*
   - *Kînosew*
   - *pakakwan*
   - *Aski pawawa*
   - *pimiy kakisamihk aski pwawa*
   - *Sîsip mîcimapoy*
   - *mostosowiyas*
   - *Apsi mosos wîyas*
   - *wakas*

**Evaluation Tools**
- Self-assessment and Goal Setting
- Feedback
- Rating Scale


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For Student Use

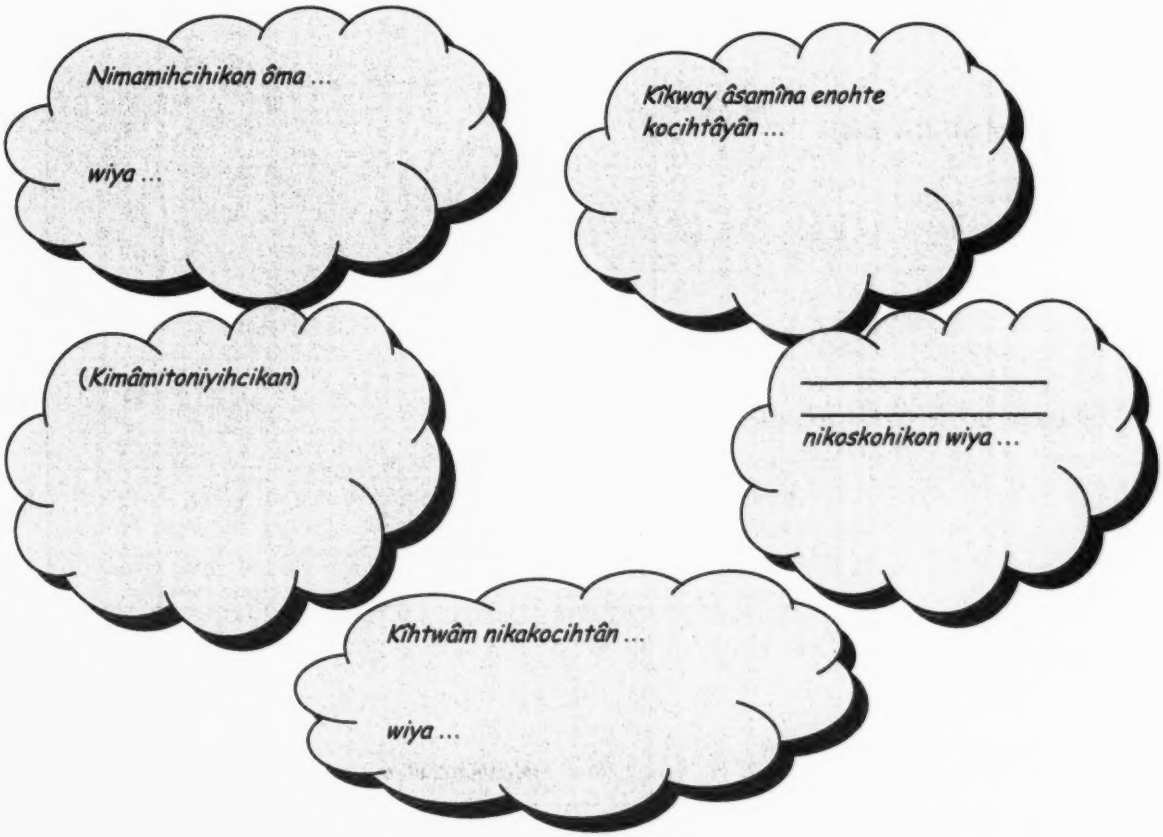
# *Mîyo Wîcihitasowak Kîsikaw* / Volunteers: Self-assessment and Goal Setting

*Ni wîhowin:* _____ *Pîsim/Kîsikaw:* _____

Place some of the criteria statements into the appropriate cloud. You can write the same statements twice.

**Criteria Statements**

| | |
|---|---|
| A-5.1a | • organizing foods into different categories |
| A-5.2a | • discussing which foods should go in what categories |
| S-2.3a, LC-3.2a | • creating a sample menu |
| S-2.1a | • participating in brainstorming |





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For Teacher Use

# *Mîyo Wîcihitasowak Kîsikaw* / Volunteers: Feedback

***Poko Itôtamihk:***

A-5.1a discovers relationships and patterns
A-5.2a compares and contrasts items in simple ways
LC-3.2a produces simple written texts in guided situations

*Pisim/Kisikaw:* _____

*Tan´si* _____,

*Ispî kâ osihtâyan kimîcisowasinahikan, nînâkatâpahtîn…*

*Nînâkatâpahtîn asici…*

*Kihtwâm ahpo kakîkocihtân…*

*Ni wihowin* _____


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For Teacher Use

# *Mîyo Wîcihitasowak Kîsikaw* / Volunteers: Rating Scale

*Pîsim/Kîsikaw:* _____

| *Okiskinohamôwâkan takî ...* | A-5.1a discover relationships and patterns | | | A-5.2a compare and contrast items in simple ways | | |
|---|---|---|---|---|---|---|
| | *Ehâ* | *Miyo Mâcipayow* | *Namacîskwa* | *Ehâ* | *Miyo Mâcipayow* | *Namacîskwa* |
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For Teacher Use

# *Tante Kâ Wîkiyahk* / Where We Live

**Student's Performance Task Description**
The area where you live has new people moving in from different places. The mayor would like to create fact sheets, in different languages, about where you live to give to new residents. Your Cree class has volunteered to create a fact sheet for Cree speakers. Research some facts about your area and create a fact sheet to submit to the mayor.

| Principal Outcomes | |
|---|---|
| ***A-5 To enhance their knowledge of the world*** | ❑ **A-5.2 gather and organize information**<br>b. gather information from a variety of resources |
| **Supporting Outcomes** | |
| ***LC-3 Interpret and produce written and visual texts*** | ❑ **LC-3.2 writing**<br>a. produce short, simple written texts in guided situations |
| ***LC-5 Apply knowledge of how the language is organized, structured and sequenced*** | ❑ **LC-5.1 cohesion/coherence**<br>a. link several sentences coherently<br>b. recognize common conventions that structure texts |
| ***S-2 Language use*** | ❑ **S-2.3 language use**<br>a. identify and use a variety of strategies to enhance language use; e.g., be aware of and use the steps of the prewriting process, including gathering ideas, planning the text, researching and organizing the text |

**Materials**
- Information about the local community from Web sites, tourist information centres, Chamber of Commerce
- Lists of vocabulary and phrases, in a variety of categories brainstormed by students, for the fact sheets

**Alternative Assessment Task**
Your teacher has arranged to take your Cree class on a field trip. In preparation for the field trip, your teacher has asked you to research the topic. After the field trip, share your learning and experiences for a school bulletin board display.


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# *Tante Kâ Wîkiyahk* / Where We Live

**Performance Task Description**

The area where you live has new people moving in from different places. The mayor would like to create fact sheets, in different languages, about where you live to give to new residents. Your Cree class has volunteered to create a fact sheet for Cree speakers. Research some facts about your area and create a fact sheet to submit to the mayor.

**Instructions**

1. With your teacher's help, identify some questions someone moving into your area would like answered. Use these questions to help you do your research.

   **Examples**
   - *Tantahto ayisinewak wîkowak* _____?
   - *Kiko atawikamikwa* _____?
   - *Kiko metawewina* _____?
   - *Tantahto kiskinamakamikôwika* _____?

2. With your teacher, brainstorm some possible resources to use to research your area. As you write down information from the sources, be sure to write down the source of the information.

   **Sample**
   - Information from _____.

3. Write your own observations about where you live.

   **Sample phrases**
   - Name of city/town/area *apisasin/misâw.*
   - _____ *tipâskânink wîkiw.*
   - _____ *miyawsin/môcikan.*

4. Organize the information you have gathered into a simple fact sheet. Use titles, subtitles and bullets, where necessary, to organize your information.

5. Submit your fact sheet to your teacher to be shared with others.

**Evaluation Tools**
- Self-assessment Rating Scale
- Rating Scale
- Self-assessment and Feedback


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**For Student Use**

## *Tante Kâ Wîkiyahk* / Where We Live: Self-assessment Rating Scale

*Ni wîhowin:* _____ *Pîsim/Kîsikaw:* _____

| *Nikakî ...* | | *Ehâ* | *Miyo Mâcipayow* | *Namacîskwa* |
|---|---|---|---|---|
| A-5.2b, S-2.3a | • compose questions to guide research about my community | | | |
| A-5.2b, S-2.3a | • find sources of information | | | |
| A-5.2b, S-2.3a | • record information about my community | | | |
| LC-5.2a | • use Cree to create a fact sheet about my community | | | |


## *Tante Kâ Wîkiyahk* / Where We Live: Self-assessment Rating Scale

*Ni wîhowin:* _____ *Pîsim/Kîsikaw:* _____


| *Nikakî ...* | | *Ehâ* | *Miyo Mâcipayow* | *Namacîskwa* |
|---|---|---|---|---|
| A-5.2b, S-2.3a | • compose questions to guide research about my community | | | |
| A-5.2c, S-2.3a | • find sources of information | | | |
| A-5.2d, S-2.3a | • record information about my community | | | |
| LC-3.2a | • use Cree to create a fact sheet about my community | | | |



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For Teacher Use

# *Tante Kâ Wîkiyahk* / Where We Live: Rating Scale

*Ni wîhowin:* _____ *Pîsim/Kîsikaw:* _____

| | | *Metoni Miywâsin* | *Mistahi Miywâsin* | *Miywâsin* | *Namacîskwa* |
|---|---|---|---|---|---|
| ***Kikakî ...*** | | | | | |
| A-5.2b, S-2.3a | • composes written questions to guide research | ● | ● | ● | ● |
| A-5.2b, S-2.3a | • identifies sources of information | ● | ● | ● | ● |
| A-5.2b, S-2.3a | • records information | ● | ● | ● | ● |
| LC-5.1b | • use conventions (e.g., titles, bullets) to organize information for the fact sheet | ● | ● | ● | ● |

***Itwewina***


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**For Student and Teacher Use**

# *Tante Kâ Wîkiyahk* / Where We Live: Self-assessment and Feedback

*Ni wîhowin:* _____ *Pîsim/Kîsikaw:* _____

## *Tante Kâ Wîkiyahk* / Where We Live: Self-assessment

| *Poko Itôtamihk* | *Kikwây kwayasknitôtîn ...* | *Otâhk etâpiyân ...* | *Nîkân etâpiyân ...* |
|---|---|---|---|
| A-5.2b, S-2.3a • when I composed questions to guide research about my community | | | |
| A-5.2b, S-2.3a • when I located and recorded information about my community | | | |
| LC-3.2a, LC-5.2a, S-2.3a • when I prepared the fact sheet about my community | | | |

## *Tante Kâ Wîkiyahk* / Where We Live: Feedback

*Aya ohci kitâpamisôwin, kinohte wîhtamâtin ...*


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For Teacher Use

# *Miyowîcetowin* / Getting Along Well

**Student's Performance Task Description**
The teachers at your school have noticed that some students are having trouble resolving conflicts with one another. The teachers have decided to address this issue with their classes. Your teacher has asked your Cree class to help create guidelines, in Cree, to help students resolve conflicts. The guidelines created by you and your classmates will be posted in the classroom to use whenever necessary.

| Principal Outcomes | |
|---|---|
| ***A-5 To enhance their knowledge of the world*** | ❑ **A-5.3 solve problems**<br>a. experience and reflect upon problem-solving stories<br>❑ **A-5.4 explore perspectives and values**<br>a. explore Cree values on a variety of topics within their own experience<br>b. explore how the Cree worldview influences values and behavior |

| Supporting Outcomes | |
|---|---|
| ***LC-5 Apply knowledge of how the language is organized, structured and sequenced*** | ❑ **LC-5.3 patterns of social interaction**<br>a. use simple conventions to open and close conversations and to manage turn taking |
| ***S-4 General learning*** | ❑ **S-4.1 general learning**<br>a. identify and use a variety of strategies to enhance general learning; e.g., take part in group decision-making processes |

**Materials**
- Poster paper

**Alternative Assessment Task**
As part of your training to become a conflict mediator at school, you will identify different problems that could occur between students on the playground or in the school. Discuss how these problems could be resolved. Role-play these new problem-solving techniques with other conflict mediator trainees.


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For Student Use

# *Miyowîcetowin* / Getting Along Well

**Performance Task Description**

The teachers at your school have noticed that some students are having trouble resolving conflicts with one another. The teachers have decided to address this issue with their classes. Your teacher has asked your Cree class to help create guidelines, in Cree, to help students resolve conflicts. The guidelines created by you and your classmates will be posted in the classroom to use whenever necessary.

**Instructions**

1. To resolve classroom conflicts, participate in a class discussion, in English, about the possible steps in a problem-solving process.
2. As a first step, contribute to a class discussion, in Cree, about how to state your feelings when you are having a conflict with someone else.

   **Examples**

   - *Môya nimîyeten kamayiwîcetoyahk ...*
   - *osâm ...*
   - *Kimotamawit _____ _____ /kisoyahkîwepinet/Kisôtepwasit kisokitapimit.*
3. Next, discuss some appropriate responses to the phrases you have created.

   **Examples**

   - *Kâyi nântaw tehita _____.*
   - *Nîsta môya nimîyeten.*
4. Finally, discuss phrases to help end the conflict.

   **Examples**

   - *Kîyâm.*
   - *Ni miyoyân ekwa.*
   - *Ka pekiskwâtanaw kiskinamakew?*
   - *Ay-hay.*
5. Use the brainstormed phrases to create problem-solving steps to follow when you have a classroom conflict.
6. Practise using the steps of the problem-solving process with a partner. Use the phrases you have created in class to solve a classroom conflict you have experienced. Make sure to take turns appropriately to help resolve the conflict.

**Evaluation Tools**

- Peer-assessment Rating Scale
- Self-assessment
- Observation Checklist


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For Student Use

## *Miyowîcetowin* / Getting Along Well: Peer-assessment Rating Scale

*Ni wîhowin:* _____ *Pîsim/Kîsikaw:* _____

*Kakwecihkemowin niwihten:* _____

| *Kikakî ...* | | *Ehâ* | *Âskaw* | *Namôya* |
|---|---|---|---|---|
| A-5.4a | • express your feelings about our conflict | | | |
| A-5.3a, LC-5.3a | • take turns to use the problem-solving steps | | | |
| ***Apisis kiskinawâsihkîmôwin kîhtwâm ohci ...*** | | | | |

✂----------


## *Miyowîcetowin* / Getting Along Well: Peer-assessment Rating Scale

*Ni wîhowin:* _____ *Pîsim/Kîsikaw:* _____

*Kakwecihkemowin niwihten:* _____

| *Kikakî ...* | | *Ehâ* | *Âskaw* | *Namôya* |
|---|---|---|---|---|
| A-5.4a | • express your feelings about our conflict | | | |
| A-5.3a, LC-5.3a | • take turns to use the problem-solving steps | | | |
| ***Apisis kiskinawâsihkîmôwin kîhtwâm ohci ...*** | | | | |




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# *Miyowîcetowin* / Getting Along Well: Self-assessment

*Ni wîhowin:* _____ *Pîsim/Kîsikaw:* _____

| *Poko Itôtamihk* | *Kikwây kwayasknitôtîn ...* | *Otâhk etâpiyân ...* | *Nîkân etâpiyân ...* |
|---|---|---|---|
| A-5.3a, LC-5.3a, S-4.1a • when I practised solving a problem with a partner | | | |
| S-4.1a • when I helped to figure out the steps of a problem-solving process to resolve conflicts | | | |
| A-5.4a • when I expressed my point of view in a conflict situation | | | |


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# *Miyowîcetowin* / Getting Along Well: Observation Checklist

*Pîsim/Kîsikaw:* _____

***Poko Itôtamihk:*** A-5.3a, LC-5.3a The student understands and uses the steps in the problem-solving process

| *Okiskinohamôwâkan* | *Ehâ* | *Namacîskwa* | *Itwewina* |
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**For Teacher Use**

# *Apîta Kîsikâw Metawewin* / Lunch-hour Intramurals

**Student's Performance Task Description**
The school's principal and physical education staff want to encourage more participation in lunch-hour intramurals. Your Cree class will present ideas about which physical activities are the most popular and would be the easiest to organize as intramurals. Create a survey about different sports and activities and conduct your survey with your classmates. The results of the survey will be presented to the principal.

| Principal Outcomes | |
|---|---|
| *A-5 To enhance their knowledge of the world* | ❑ **A-5.4 explore perspectives and values**<br>a. explore Cree values on a variety of topics within their own experience |

| Supporting Outcomes | |
|---|---|
| *LC-2 Interpret and produce oral texts* | ❑ **LC-2.3 interactive fluency**<br>a. engage in simple interactions, using simple sentences and/or phrases |
| *LC-5 Apply knowledge of how the language is organized, structured and sequenced* | ❑ **LC-5.2 text forms**<br>a. use some simple text forms in their own productions |
| *S-2 Language use* | ❑ **S-2.1 language use**<br>a. identify and use a variety of strategies to enhance language use; e.g. use words in the immediate environment |

**Materials**
- Lists of words about sports
- A chart on which to record survey responses

**Alternative Assessment Task**
Your teacher has asked your Cree class for ideas about a year-end activity. Create a questionnaire about different possible activities and survey your classmates, in Cree, about their ideas. The results of the survey will be shared with the teacher.


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# *Apîta Kîsikâw Metawewin* / Lunch-hour Intramurals

**Performance Task Description**

The school's principal and physical education staff want to encourage more participation in lunch-hour intramurals. Your Cree class will present ideas about which physical activities are the most popular and would be the easiest to organize as intramurals. Create a survey about different sports and activities and conduct your survey with your classmates. The results of the survey will be presented to the principal.

**Instructions**

1. With your classmates, brainstorm a list of possible lunch-hour intramural activities.

2. Create a list of questions about lunch-hour activities that you will use for your intramural survey.

   **Sample questions**

   - *Kinôhte metawân cî basketball ahpo floor hockey?*
   - *Kinôhte metawân cî dodgeball ahpo badminton?*

3. Using your survey questions, interview your classmates and record their responses.

4. When you have interviewed everyone in class, organize your results.

5. Share your results with your classmates.

**Evaluation Tools**

- Self-assessment and Goal Setting
- Peer Assessment
- Observation Checklist


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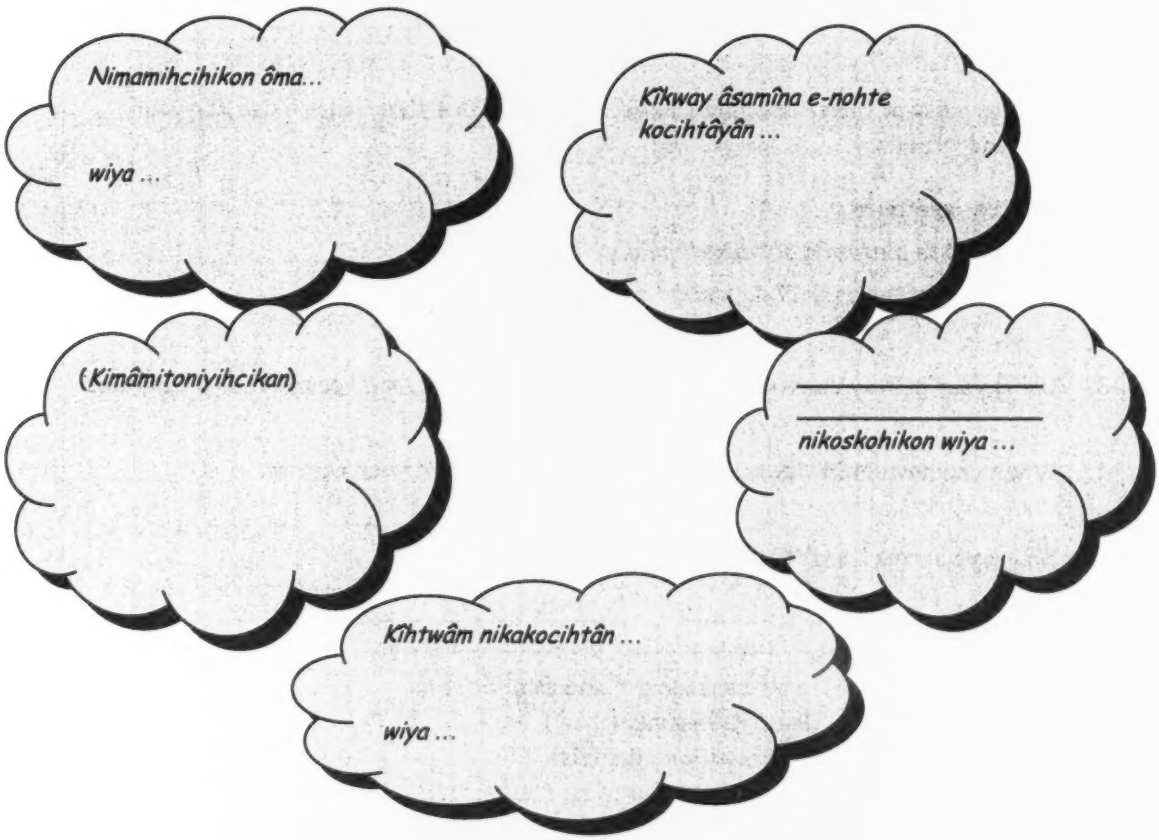
# *Apîta Kîsikâw Metawewin* / Lunch-hour Intramurals: Self-assessment and Goal Setting

*Ni wîhowin:* _____ *Pîsim/Kîsikaw:* _____

Place some of the criteria statements into the appropriate cloud. You can write the same statements twice.

**Criteria Statements**

| | |
|---|---|
| A-5.4a | • giving my opinion to someone else |
| LC-2.3a | • using Cree to interact with my classmates |
| S-2.1a | • using the sentences on my survey sheet to ask questions of others |





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# *Apîta Kîsikâw Metawewin* / Lunch-hour Intramurals: Peer Assessment

**Provide positive feedback to up to four of your classmates, using the cards below.**

*Pîsim/Kîsikaw:* _____

***Poko Itôtamihk*: asked for and offered an opinion**

*Tan´si* _____,
*Ispî kâ itôtaman kimasinahikewin,*
*ninâkatâpahtîn ...*

*Ni wîhowin* _____

*Pîsim/Kîsikaw:* _____

***Poko Itôtamihk*: asked for and offered an opinion**

*Tan´si* _____,
*Ispî kâ itôtaman kimasinahikewin,*
*ninâkatâpahtîn ...*

*Ni wîhowin* _____

*Pîsim/Kîsikaw:* _____

***Poko Itôtamihk*: asked for and offered an opinion**

*Tan´si* _____,
*Ispî kâ itôtaman kimasinahikewin,*
*ninâkatâpahtîn ...*

*Ni wîhowin* _____

*Pîsim/Kîsikaw:* _____

***Poko Itôtamihk*: asked for and offered an opinion**

*Tan´si* _____,
*Ispî kâ itôtaman kimasinahikewin,*
*ninâkatâpahtîn ...*

*Ni wîhowin* _____


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# *Apîta Kîsikâw Metawewin* / Lunch-hour Intramurals: Observation Checklist

*Pîsim/Kîsikaw:* _____

| *Okiskinohamôwâkan takî ...* | A-5.4a explore Cree values | | LC-2.3a engage in simple interactions | | LC-5.2a use simple text forms | |
|---|---|---|---|---|---|---|
| | *Ehâ* | *Namacîskwa* | *Ehâ* | *Namacîskwa* | *Ehâ* | *Namacîskwa* |
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# *Waweyista Mawawak* / Let's Get Ready

**Student's Performance Task Description**
You and your classmates will be matched with a Cree class, with students of the same age, from another region in Canada who will become your e-pals. To make sure you are matched with someone who has similar interests to you, you and your classmates will research what people your own age in that region are interested in. The information you find will be used to help match you with an e-pal.

| Principal Outcomes | |
|---|---|
| *CM-2 Others* | ❑ **CM-2.3 practices and products**<br>b. explore cultural practices and products of Cree people, in Canada |

| Supporting Outcomes | |
|---|---|
| *LC-3 Interpret and produce written and visual texts* | ❑ **LC-3.1 reading**<br>a. understand short, simple written texts in guided and unguided situations |
| *S-4 General learning* | ❑ **S-4.1 general learning**<br>a. identify and use a variety of strategies to enhance general learning; e.g., use graphic organizers to organize and record information |

**Materials**
- Age-appropriate magazines
- An example of a T-chart

**Alternative Assessment Task**
You have been asked by a teacher from another class to share information about the lives of Cree students in another city or province. You and your classmates will research what Cree-speaking people your age in another city or province are interested in. Use Web sites, books or magazines to find information and make an electronic slide show presentation or a poster to share what you have learned.

**Teacher's Note**
This task could be used as a preliminary step for an actual e-mail/correspondence project with Cree-speaking students in another city or province. Students should be monitored when they use the Internet.


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For Student Use

# *Waweyista Mawawak* / Let's Get Ready

**Performance Task Description**

You and your classmates will be matched with a Cree class, with students of the same age, from another region in Canada who will become your e-pals. To make sure you are matched with someone who has similar interests to you, you and your classmates will research what people your own age in that region are interested in. The information you find will be used to help match you with an e-pal.

**Instructions**

1. With your teacher's help, find a variety of materials that provide information about the interests of Cree students in other school districts in Alberta.
2. Work with your classmates to create a T-chart to organize the information. On the T-chart, include information about how Cree students your own age live in their district and what they enjoy doing.

   **Example**

| How they live | What they like to do |
|---|---|
| Mostly live in apartments in cities | Like to go to community events like dances<br><br>Like to go to round dances<br><br>Like to go to ceremonial feasts |

3. Make a list of the information collected on the T-chart that also applies to you.
4. Add other information you want to include about yourself and what you are interested in and submit the list to your teacher.

**Evaluation Tools**

- Self-assessment Rating Scale
- Observation Checklist
- Student Reflections


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# *Waweyista Mawawak* / Let's Get Ready: Self-assessment Rating Scale

*Ni wîhowin:* _____ *Pîsim/Kîsikaw:* _____

| *Nikakî ...* | *Ehâ* | *Kîkâc Ekota* | *Namacîskwa* |
|---|---|---|---|
| **CM-2.3b**<br>• find out how I am similar to and different from people my age in Cree cultures in different regions<br><br>Something I want to share is ... | | | |
| **LC-3.1a**<br>• write a message to my e-pal<br><br>Something I want to share is ... | | | |
| **S-4.1a**<br>• use a chart to organize information<br><br>Something I want to share is ... | | | |

*Apisis Kiskinawâsihkîmôwin ôma ohci acoskewinis ...*


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# *Waweyista Mawawak* / Let's Get Ready: Observation Checklist

*Pîsim/Kîsikaw:* _____

***Poko Itôtamihk:*** LC-3.1a The student understands short, simple texts in guided and unguided situations

| *Okiskinohamôwâkan* | *Ehâ* | *Namacîskwa* | *Nôkohcikîwin* |
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# *Waweyista Mawawak* / Let's Get Ready: Student Reflections

*Ni wîhowin:* _____ *Pîsim/Kîsikâw:* _____

| | |
|---|---|
| **GC-2.3b**<br>• explore cultural practices and products of Cree peoples in Canada | When learning about Cree-speaking people my own age, something that surprised me was ... |
| | The most interesting thing I learned from this task was ... |
| | Something about Cree culture I would like to learn more about is ... |


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# *Okîyokewak* / Visitors

**Student's Performance Task Description**
Your school district will be hosting a group of Cree visitors from another region in Canada. Your principal is helping to organize the visit and wants to be sure that everyone involved with the visitors knows how to behave appropriately. Your teacher has volunteered the students in your Cree class to help identify similarities and differences between students' cultures and Cree culture. This information will be submitted to the principal.

| Principal Outcomes | |
|---|---|
| ***CM-1 Kikâwînaw Askiy (Mother Earth*)*** | ❑ **CM-1.2 knowledge of past and present**<br>a. explore past and present Cree regions in Canada<br>❑ **CM-1.5 diversity**<br>a. compare regional Cree perspectives and values related to *Kikâwînaw Askiy* (Mother Earth*) |
| ***CM-2 Others*** | ❑ **CM-2.2 knowledge of past and present**<br>a. explore past and present Cree people, practices, products and beliefs in Canada |

| Supporting Outcomes | |
|---|---|
| ***S-4 General learning*** | ❑ **S-4.1 general learning**<br>a. identify and use a variety of strategies to enhance general learning; e.g., use graphic organizers to make information easier to understand and remember, connect what they already know with what they are learning |

**Materials**
- A Venn diagram

**Alternative Assessment Task**
Your local community radio station has asked your Cree class to research and prepare a report on life in a remote Cree community in Northern Quebec. You and your classmates will focus on differences in dialect and lifestyle. Research and write the report and submit it to your teacher.

* *Kikâwînaw Askiy* (Mother Earth) and *Omâmawi Ohtâwîmâw* (Creator) are discretionary terms. Some of these tasks require caution and sensitivity on the part of the teacher.


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# *Okîyokewak* / Visitors

**Performance Task Description**

Your school district will be hosting a group of Cree visitors from another region in Canada. Your principal is helping to organize the visit and wants to be sure that everyone involved with the visitors knows how to behave appropriately. Your teacher has volunteered the students in your Cree class to help identify similarities and differences between students' cultures and Cree culture. This information will be submitted to the principal.

**Instructions**

1. With your teacher's help, make a list of what you know about polite and impolite behaviours in Cree culture. Make a second list of what are considered polite and impolite behaviours in your own culture.

2. Using a Venn diagram, organize the information you have brainstormed to show the similarities and differences between polite behaviours in your culture and Cree culture.

3. Write, in English, a brief report to give to the principal. In your report, give advice about what types of behaviours the visitors might find impolite so the hosts can avoid them. Be sure to explain what types of behaviours are considered polite so the hosts can be sure to make the best impression on the visitors. Try and explain why the behaviours are impolite or polite.

4. Share your report with your classmates.

**Evaluation Tools**

- Self-assessment Rating Scale
- Rating Scale
- Observation Checklist


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# *Okîyokewak* / Visitors: Self-assessment Rating Scale

*Ni wîhowin:* _____ *Pîsim/Kîsikaw:* _____

| | *Nikakî ...* | *Ehâ* | *Miyo Mâcipayow* | *Namacîskwa* |
|---|---|---|---|---|
| CM-1.5a | • talk about how different behaviours are considered polite and impolite in my own culture | | | |
| CM-2.2a | • talk about how different behaviours are considered polite and impolite in Cree culture | | | |
| S-4.1a | • use a Venn diagram to organize my ideas | | | |


# *Okîyokewak* / Visitors: Self-assessment Rating Scale

*Ni wîhowin:* _____ *Pîsim/Kîsikaw:* _____

| | *Nikakî ...* | *Ehâ* | *Miyo Mâcipayow* | *Namacîskwa* |
|---|---|---|---|---|
| CM-1.5a | • talk about how different behaviours are considered polite and impolite in my own culture | | | |
| CM-2.2a | • talk about how different behaviours are considered polite and impolite in Cree culture | | | |
| S-4.1a | • use a Venn diagram to organize my ideas | | | |




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## *Okîyokewak* / Visitors: Rating Scale

*Ni wîhowin:* _____ *Pîsim/Kîsikaw:* _____

| *Kikakî ...* | *Ehâ* | *Miyo Mâcipayow* | *Namacîskwa* |
|---|---|---|---|
| CM-1.5a • compare regional Cree perspectives and values related to *Kikâwînaw Askiy* (Mother Earth*); i.e., geography, dialects, practices | ☐ | ☐ | ☐ |
| CM-1.2a • explore past and present Cree regions in Canada | ☐ | ☐ | ☐ |
| CM-2.2a • explore past and present Cree beliefs in Canada | ☐ | ☐ | ☐ |
| S-4.1a • use a Venn diagram to organize ideas | ☐ | ☐ | ☐ |

*Sohkisîwina*

_____

*Nakâhikanôwina*

_____

* *Kikâwînaw Askiy* (Mother Earth) and *Omâmawi Ohtâwîmâw* (Creator) are discretionary terms. Some of these tasks require caution and sensitivity on the part of the teacher.


## *Okîyokewak* / Visitors: Rating Scale

*Ni wîhowin:* _____ *Pîsim/Kîsikaw:* _____

| *Kikakî ...* | *Ehâ* | *Miyo Mâcipayow* | *Namacîskwa* |
|---|---|---|---|
| CM-1.5a • compare regional Cree perspectives and values related to *Kikâwînaw Askiy* (Mother Earth*); i.e., geography, dialects, practices | ☐ | ☐ | ☐ |
| CM-1.2a • explore past and present Cree regions in Canada | ☐ | ☐ | ☐ |
| CM-2.2a • explore past and present Cree beliefs in Canada | ☐ | ☐ | ☐ |
| S-4.1a • use a Venn diagram to organize ideas | ☐ | ☐ | ☐ |

*Sohkisîwina*

_____

*Nakâhikanôwina*

_____

* *Kikâwînaw Askiy* (Mother Earth) and *Omâmawi Ohtâwîmâw* (Creator) are discretionary terms. Some of these tasks require caution and sensitivity on the part of the teacher.




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# *Okîyokewak* / Visitors: Observation Checklist

*Pîsim/Kîsikaw:* _____

| ***Poko Itôtamink:*** | CM-1.2a, CM-2.2a, CM-1.5a | The student compares regional perspectives and values, and explores past and present people and practices |
|---|---|---|

| *Okiskinohamôwâ* | *Kwayask* | *Namacîskwa* | *Ninâkatâpahtîn ...* |
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# *Oskasînewak ekwa Kêhtê-aya* / Young People and Elders

**Student's Performance Task Description**

In health class, you and your classmates have been talking about the generation gap between young people and adults. Your assignment is to create a report about how young people and older people are different. To make sure you have lots of information for your report, you will compare the generation gap in your culture with the differences between young people and Elders in Cree culture. Use Cree-language materials to help you research the generation gap in Cree culture. Create an outline for your report.

| Principal Outcomes | |
|---|---|
| ***CM-1 Kikâwînaw Askiy (Mother Earth*)*** | ❑ **CM-1.4 past and present perspectives**<br>a. compare past and present Cree perspectives related to *Kikâwînaw Askiy* (Mother Earth*)<br>b. explore past and present Cree values related to *Kikâwînaw Askiy* (Mother Earth*) |
| **Supporting Outcomes** | |
| ***S-4 General learning*** | ❑ **S-4.1 general learning**<br>a. identify and use a variety of strategies to enhance general learning; e.g., use graphic organizers to make information easier to understand, connect what they already know with what they are learning |

**Materials**

- Cree-language materials showing people of different ages participating in daily activities; e.g., work, household chores and leisure activities
- A Venn diagram, T-chart and/or other types of graphic organizers

**Alternative Assessment Task**

Your Cree class has been approached by the editor of a local newspaper to write a feature article highlighting the cultural practices that are followed during an upcoming celebration; e.g., Thanksgiving. In the article, you have been asked to address how your community's cultural practices that are followed during this celebration are both similar to and different from Cree cultural practices that are followed during a similar celebration; e.g., powwow. You must also address the similarities and differences in the way this celebration is observed in different places that Cree speakers live.

* *Kikâwînaw Askiy* (Mother Earth) and *Omâmawi Ohtâwîmâw* (Creator) are discretionary terms. Some of these tasks require caution and sensitivity on the part of the teacher.


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# *Oskasînewak ekwa Kêhtê-aya* / Young People and Elders

**Performance Task Description**

In health class, you and your classmates have been talking about the generation gap between young people and adults. Your assignment is to create a report about how young people and older people are different. To make sure you have lots of information for your report, you will compare the generation gap in your culture with differences between young people and Elders in Cree culture. Use Cree-language materials to help you research the generation gap in Cree culture. Create an outline for your report.

**Instructions**

1. Think about how adults and young people are similar and different in your own culture; e.g., young people may like rap music, older people like classic rock or folk music and young people and older people may both like to go to movies. Use a Venn diagram to organize your ideas.

2. Use Cree-language resources (e.g., magazine advertisements and articles, TV shows, Web sites and textbooks) to find information about activities related to *Kikâwînaw Askiy* (Mother Earth*). Focus on how young people and Elders are similar to or different from each other in how they do these activities.

3. Organize your information in a Venn diagram, T-chart or other kind of graphic organizer.

4. Use all the information you have organized to make an outline for your report. Be sure to state how the gap between generations in Cree culture, when talking about activities relating to *Kikâwînaw Askiy* (Mother Earth*), is similar to or different from the generation gap in your own culture.

**Evaluation Tools**

- Self-assessment
- Self-assessment
- Observation Checklist

* *Kikâwînaw Askiy* (Mother Earth) and *Omâmawi Ohtâwîmâw* (Creator) are discretionary terms. Some of these tasks require caution and sensitivity on the part of the teacher.


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## *Oskasînewak ekwa Kêhtê-aya* / Young People and Elders: Self-assessment

*Ni wîhowin:* _____ *Pîsim/Kîsikaw:* _____

S-4.1a Using a Venn diagram helped me organize my ideas because ...

Thinking about the topic (how young people and Elders are similar and different) helped me because ...

Something important I learned during this task was ...

## *Oskasînewak ekwa Kêhtê-aya* / Young People and Elders: Self-assessment

*Ni wîhowin:* _____ *Pîsim/Kîsikaw:* _____

S-4.1a Using a Venn diagram helped me organize my ideas because ...

Thinking about the topic (how young people and Elders are similar and different) helped me because ...

Something important I learned during this task was ...




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# *Oskasînewak ekwa Kêhtê-aya* / Young People and Elders: Self-assessment

*Ni wîhowin:* _____ *Pîsim/Kîsikaw:* _____

CM-1.4a

One important way young people and Elders are similar in Cree culture in regard to *Kikâwînaw Askiy* (Mother Earth*) is ...

- _____
- _____

CM-1.4b

This similarity is important because ...

- _____
- _____

CM-1.4a

One important way young people and Elders are different in Cree culture in regard to *Kikâwînaw Askiy* (Mother Earth*) is ...

- _____
- _____

CM-1.4b

This difference is important because ...

- _____
- _____

* *Kikâwînaw Askiy* (Mother Earth) and *Omâmawi Ohtâwîmâw* (Creator) are discretionary terms. Some of these tasks require caution and sensitivity on the part of the teacher.


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# *Oskasînewak ekwa Kêhtê-aya* / Young People and Elders: Observation Checklist

*Pîsim/Kîsikaw:* _____

| | CM-1.4a compare past and present Cree perspectives related to *Kikâwînaw Askiy* (Mother Earth*) | | CM-1.4b explore past and present Cree values related to *Kikâwînaw Askiy* (Mother Earth*) | |
|---|---|---|---|---|
| *Okiskinohamôwâkan takî ...* | *Ehâ* | *Miyo Mâcipayow* | *Ehâ* | *Miyo Mâcipayow* |
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* *Kikâwînaw Askiy* (Mother Earth) and *Omâmawi Ohtâwîmâw* (Creator) are discretionary terms. Some of these tasks require caution and sensitivity on the part of the teacher.


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For Teacher Use

# *Ospwakan Pehtwawak* / Pipe Ceremony

**Performance Task Description**
Your school gym has been chosen as the site of the opening of a Cree community event. The opening will start with a pipe ceremony. Your principal wants to show that students can participate as respectful observers of this event. To prepare to act as respectful observers at the opening of the Cree community event, your Cree class will create posters demonstrating their understanding of how to behave appropriately.

| Principal Outcomes | |
|---|---|
| ***CM-2 Others*** | ❑ **CM-2.3 practices and products**<br>a. explore tribal or regional Cree cultural practices and products |
| ***CM-3 Themselves*** | ❑ **CM-3.3 practices and products**<br>a. explore Cree cultural experiences, practices and products |

| Supporting Outcomes | |
|---|---|
| ***S-4 General learning*** | ❑ **S-4.1 general learning**<br>a. identify and use a variety of strategies to enhance general learning; e.g., make a plan in advance about how to approach a task |

**Materials**
- Materials for making posters: e.g., paper, clip art
- Graphic organizers to help students classify information e.g. T-chart, mind maps

**Alternative Assessment Task**
Your school is preparing for a Career Day. Your Cree class has been asked to create an electronic slide show presentation or a poster to show how knowledge of Cree language and culture, and other languages and cultures, is useful in many careers.


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# *Ospwakan Pehtwawak* / Pipe Ceremony: Teacher Backgrounder

This ceremony may be a sensitive issue in some communities. It is the teacher's responsibility to determine any sensitive issues, based on the cultures of the students in the class and the community in which Cree is being taught, especially in urban schools.

Participants' behaviour at a pipe ceremony is usually one of respect, including doing as you are told; i.e., where to sit, how to sit and to be quiet. The teacher can prepare the students by explaining:

- the pipe ceremony
- why it is performed
- who can sit in the inner circle
- who an *Oskâpêwis* (Elder's Helper) is and what his duties are
- the key words the students can listen for.

If the teacher does not know this information, he or she can invite an Elder or *Oskapewis* to talk to the class.


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# *Ospwakan Pehtwawak* / Pipe Ceremony

**Performance Task Description**

Your school gym has been chosen as the site of the opening of a Cree community event. The opening will start with a pipe ceremony. Your principal wants to show that students can participate as respectful observers of this event. To prepare to act as respectful observers at the opening of the Cree community event, your Cree class will create posters demonstrating their understanding of how to behave appropriately.

**Instructions**

1. With your classmates, brainstorm different Cree ceremonies and community events (e.g., smudging, round dance) at which knowledge of Cree language and culture helps you to understand how to behave appropriately.
2. Brainstorm other cultural ceremonies and community events (e.g., Ukrainian dance recital, Chinese New Year celebration) at which knowledge of other languages and cultures helps you to understand how to behave appropriately.
3. Using this information about appropriate behaviour, make a plan for a poster. Make sure that on the poster you focus on the importance of knowing both Cree language and culture and other languages and cultures.
4. On your own or with a partner, decide how you will organize your information. Think about appropriate behaviour and include on your poster reasons for knowing:
   - Cree
   - Cree culture
   - other international languages
   - other cultures.
5. Create your poster and share it with your classmates.

**Evaluation Tools**

- Feedback
- Peer Assessment
- Self-assessment Rating Scale


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# *Ospwakan Pehtwawak* / Pipe Ceremony: Feedback

***Poko Itôtamihk:***

CM-2.3a explores tribal or regional Cree cultural practices and products
CM-3.3a explores Cree cultural experiences, practices and products
S-4.1a identifies and uses a variety of metacognitive strategies; e.g., makes a plan, divides tasks into subtasks

*Pisim/Kisikaw:* _____

*Tan´si* _____,

*Ispî kâ ayamihtâyân kitakohtahikan kwayask ta itôtamihk nehiyaw isihtâwina, ekwa kotaka isihtâwina, kinâkatâpamitin...*

*Ninâkatâpahtin asici...*

*Kihtwâm ahpo kakikocihtân...*

*Ni wihowin* _____


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# *Ospwakan Pehtwawak* / Pipe Ceremony: Peer Assessment

*Ni wîhowin:* _____ *Pîsim/Kîsikaw:* _____

*Kakwecihkemowin niwihten:* _____

**CM-2.3a, CM-3.3a My reflections on your work**

| *Kîkway kwayask etôtaman ...* | *Kîkway nikiskeyihten ohci ki-akwahtahikan ...*<br><br>*Kîkway enohte tako wîhtamâtân ...* |
|---|---|

## Student Response to Peer Assessment

*Ni wîhowin:* _____

***Ispî kâ ayamihtâyân nîcâya oteyihtamôwina nitatoskewin ohci ...***

- *Nimoyîhten kwayask etôtamân ...*
- *Nikiskinawâpahten kihtwâm nikakî ...*


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# *Ospwakan Pehtwawak* / Pipe Ceremony: Self-assessment Rating Scale

*Ni wîhowin:* _____ *Pîsim/Kîsikaw:* _____

| *Nikakî ...* | *Ehâ* | *Miyo Mâcipayow* | *Namacîskwa* | *Nikiskeyihten ôma wiya ...* |
|---|---|---|---|---|
| CM-2.3a<br>• show how knowing about Cree language and culture is useful for participating in Cree ceremonies and community events | | | | |
| CM-3.3a<br>• describe appropriate behaviour at ceremonies and community events | | | | |
| S-3.2a<br>• make a plan for my poster | | | | |


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**For Teacher Use**

# *Awîniki Kîyânaw? / Who Are We?*

**Student's Performance Task Description**

Your class has been learning about Cree culture and your teacher suggests you and your classmates should find out more about one another's cultural backgrounds. Share some information about your own cultural background with your class. Listen to your classmates as they share information about their own cultural backgrounds and think about what you have learned from them.

| Principal Outcomes | |
|---|---|
| ***CM-3 Themselves*** | ❑ **CM-3.2 knowledge of past and present**<br>a. explore their family/community background (tribe/heritage/affiliation, kinship)<br><br>❑ **CM-3.5 diversity**<br>a. explore, identify and celebrate the unique characteristics of their family and community |
| **Supporting Outcomes** | |
| ***S-4 General learning*** | ❑ **S-4.1 general learning**<br>a. identify and use a variety of strategies to enhance general learning; e.g., write down key words and concepts in abbreviated form to assist with the performance of a learning task; use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember; reflect on learning tasks with the guidance of the teacher |

**Materials**

- A chart or other graphic organizer to help students organize information

**Alternative Assessment Task**

Interview your family and/or community members to find out about their cultural backgrounds. Be sure to discover which languages your interviewees speak or which languages they may have grown up hearing. Write a short report about what you find out and submit it to your teacher.


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# *Awîniki Kîyânaw? / Who Are We?*

**Performance Task Description**

Your class has been learning about Cree culture and your teacher suggests you and your classmates should find out more about one another's cultural backgrounds. Share some information about your own cultural background with your class. Listen to your classmates as they share information about their own cultural backgrounds and think about what you have learned from them.

**Instructions**

1. As a class, brainstorm information to use when trying to find out about a person's cultural background.

   **Sample ideas**

   - *Tântâhto pekiskwewina kipikiskwân?*
   - *Kiko pekiskwewina kihpehten eha wasîwiyin?*
   - *Nantaw ci ohpime wikâc kiwîkin?*
   - *Tante ki ohcohpikiwak ki nîkîhikwak?*
   - *Kiko kîhci kîsikawa kîwîkokân?*
   - *Tanisisi kawîmiyâwataman oma kihci kîsikawa/kôkisikamiyin?*

2. On your own, find out information about your own cultural background. You may want to ask your parents or other family members to help you.

3. In class, share your information about your own cultural background with your classmates.

4. When your classmates are sharing information about their own cultural backgrounds, use a chart to write down one or two pieces of information from each person. (You do not have to write down complete sentences. You can just write key words or ideas).

5. After hearing about all of your classmates' cultural backgrounds, reflect, orally or in writing, about what you have learned and what you found particularly interesting.

**Evaluation Tools**

- Observation Checklist
- Self-assessment Rating Scale and Feedback
- Self-assessment


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# *Awîniki Kîyânaw? /* Who Are We?: Observation Checklist

*Pîsim/Kîsikaw:* _____

| *Okiskinohamôwâkan takî ...* | CM-3.2a, CM-3.5a reflect on their community cultural backgrounds and the cultural diversity within the classroom | | S-4.1a use graphic representations (e.g., mind maps, charts, diagrams) to record information | |
|---|---|---|---|---|
| | *Ehâ* | *Miyo Mâcipayow* | *Ehâ* | *Miyo Mâcipayow* |
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For Student and Teacher Use

# *Awîniki Kîyânaw?* / Who Are We?: Self-assessment Rating Scale and Feedback

*Ni wîhowin:* _____ *Pîsim/Kîsikaw:* _____

## *Awîniki Kîyânaw?* / Who Are We?: Self-assessment Rating Scale

| | *Nikakî ...* | *Ehâ* | *Miyo Mâcipayow* | *Namacîskwa* |
|---|---|---|---|---|
| S-4.1a | • formulate key questions | | | |
| S-4.1a | • actively participate in class brainstorming | | | |
| S-4.1a | • connect what I already know about culture to what I am learning | | | |
| S-4.1a | • use supports (e.g., charts, mind maps, diagrams) to make information easier to remember | | | |
| S-4.1a | • reflect on what I learned | | | |
| S-4.1a | • listen for and recorded key words and ideas | | | |

***Mahti nâkatâpahta ...***

***Kîspin âsamîna ta wîcihewiyân kekâcpeyakwan ôma itôtamôwin, nika ...***

## *Awîniki Kîyânaw?* / Who Are We?: Feedback

***Ohci tân'si e-iteyihtamân kiya tipeyaw, kinohte wîhtamâtin ...***


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# *Awîniki Kîyânaw? /* Who Are We?: Self-assessment

*Ni wîhowin:* _____ *Pîsim/Kîsikaw:* _____

CM-3.2a, CM-3.5a, S-4.1a

What I learned about my own cultural background is ...

- _____
- _____
- _____

CM-3.2a, CM-3.5a, S-4.1a

What I learned about my classmates that helps me better understand them is ...

- _____
- _____
- _____

CM-3.2a, CM-3.5a, S-4.1a

What I found most interesting is ...

- _____
- _____
- _____

What I now understand better is ...

- _____
- _____
- _____


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# *Kêhtê-aya Âcimo* / An Elder Tells a Story

**Student's Performance Task Description**
An Elder or community storyteller has been invited to tell a short story and a legend, in Cree and English, to your Cree class. The proper protocols will be used and the teacher will discuss this in class. As a class, you and your classmates will produce charts that illustrate the proper protocols and the differences between *acimôwin* and *atayokewin*.

| Principal Outcomes | |
|---|---|
| *CM-2.1 Others* | ❑ **CM-2.1 relationships**<br>a. respect others (e.g., property, thoughts) and practise humility<br>b. form positive relationships with others; e.g., peers, family, Elders |

| Supporting Outcomes | |
|---|---|
| *S-3 Cultural learning* | ❑ **S-3.1 cultural learning**<br>a. identify and use a variety of strategies to enhance cultural learning; e.g., imitate cultural behaviours, actively participate in culturally relevant activities |

| Materials | Vocabulary |
|---|---|
| • Protocol offerings (depending on the Elder) | • *cistimâw* / tobacco<br>• *Kêhtê-aya* / Elder<br>• *acimôwin ahpo atayokewin* / story or legend |

**Alternative Assessment Task**
A female Elder will be invited to the class to share the teachings of the *wâspison* / moss bag. The proper protocols for welcoming an Elder will be followed. This cultural information will be displayed in the classroom.


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# *Kêhtê-aya Âcimo* / An Elder Tells a Story: Teacher Backgrounder

Traditional Cree peoples believe in the concept of reciprocity and offer tobacco or a gift to Elders to honour them when they share cultural knowledge. This ritual offering can be explained by the teacher and/or an Elder and will vary in practice in each community. The Elders may not want this ritual taught in the classroom; the Cree teacher needs to determine what is appropriate in his or her school.


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# *Kêhtê-aya Âcimo* / An Elder Tells a Story

**Performance Task Description**

An Elder or community storyteller has been invited to tell a short story and a legend, in Cree and English, to your Cree class. The proper protocols will be used and the teacher will discuss this in class. As a class, you and your classmates will produce charts that illustrate the proper protocols and the differences between *acimôwin* and *atayokewin*.

**Instructions**

1. Your teacher will demonstrate how to greet a visiting Elder with the appropriate protocol for that Elder. Your teacher will provide explanations of the underlying reasons for the protocol.
2. With a partner, take turns modelling the protocol offering of tobacco or a gift for a visiting Elder. Your teacher will explain the underlying reasons for a protocol offering.
3. Greet the visiting Elder and offer tobacco or a gift. Listen respectfully as the Elder tells a story and a legend to the class, in Cree and English, with appropriate gestures.
4. Working with your classmates as a whole group, produce two charts.
   - The first chart will list the appropriate protocols used to greet the visiting Elder and the reasons why those protocols were used.
   - The second chart will list the differences between *acimôwin* / oral storytelling and *atayokewin* / oral legend telling.
5. Hang your posters in your Cree classroom.

**Evaluation Tools**

- Rating scale
- Self-assessment Rating Scale and Feedback
- Student Reflections


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# *Kêhtê-aya Âcimo* / An Elder Tells a Story: Rating Scale

*Pîsim/Kîsikaw:* _____

| *Okiskinohamowâkan takî ...* | CM-2.1a, CM-2.1b show respect to Elders and use appropriate protocols | | | S-3.1a identify and use a variety of strategies to enhance cultural learning; e.g., model behaviour, actively participate in cultural activities | | |
|---|---|---|---|---|---|---|
| | *Ehâ* | *Miyo Mâcipayow* | *Namacîskwa* | *Ehâ* | *Miyo Mâcipayow* | *Namacîskwa* |
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# *Kêhtê-aya Âcimo* / An Elder Tells a Story: Self-assessment Rating Scale and Feedback

*Ni wîhowin:* _____ *Pîsim/Kîsikaw:* _____

## *Kêhtê-aya Âcimo* / An Elder Tells a Story: Self-assessment Rating Scale

| | *Nikakî ...* | *Ehâ* | *Miyo Mâcipayow* | *Namacîskwa* |
|---|---|---|---|---|
| CM-2.1a | • I show respect to Elders by using the proper protocol when greeting them and interacting with them | | | |
| CM-2.1b | • I deal with Elders in a positive way by treating them well and greeting them appropriately | | | |
| S-3.1a | • I watch and copy the behaviour of my teacher and classmates | | | |

***Mahti nâkatâpahta ...***

***Kîspin âsamîna ta wîcihewiyân kekâc peyakwan ôma itôtamôwin, nika ...***

## *Kêhtê-aya Âcimo* / An Elder Tells a Story: Feedback

***Ohci tân'si e-iteyihtaman kiya tipeyaw, kinohte wîhtamâtin ...***


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# *Kêhtê-aya Âcimo* / An Elder Tells a Story: Student Reflections

*Ni wîhowin:* _____ *Pîsim/Kîsikaw:* _____

| | |
|---|---|
| CM-2.1a, CM-2.1b, S-3.1a | I showed respect to the Elder, before and after the story and legend telling, by ... |
| | I was friendly and open to the Elder's story and legend telling because I ... |
| | I behaved well during the Elder's visit by ... |
| | While creating the posters, I cooperated with my classmates by ... |
| | Participating in a class discussion can help me because ... |
| | Writing my thoughts about Cree language and culture can help me because ... |


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For Teacher Use

# *Amisko Wîhkaskwa* / Wild Mint

**Student's Performance Task Description**

Your school is inviting Elders to a school event. Your Cree class will make *Amisko Wîhkaskwa* / wild mint tea to serve to the Elders.

| Principal Outcomes | |
|---|---|
| **CM-1** ***Kikâwînaw Askiy (Mother Earth*)*** | ❑ **CM-1.1 relationships**<br>a. identify concrete ways in which they can show respect for *Kikâwînaw Askiy* (Mother Earth*)<br>b. participate in activities in which they care for and respect *Kikâwînaw Askiy* (Mother Earth*)<br>❑ **CM-1.3 practices and products**<br>a. identify and describe some practices and products, related to *Kikâwînaw Askiy* (Mother Earth*), of specific regions and communities<br>b. explore basic practices and products related to *Kikâwînaw Askiy* (Mother Earth*) |

| Supporting Outcomes | |
|---|---|
| **S-3 Cultural learning** | ❑ **S-3.1 cultural learning**<br>a. identify and use a variety of strategies to enhance cultural learning; e.g., participate in culturally relevant activities, be willing to take risks and to try new/unfamiliar things |

**Materials**

- Chart paper

* *Kikâwînaw Askiy* (Mother Earth) and *Omâmawi Ohtâwîmâw* (Creator) are discretionary terms. Some of these tasks require caution and sensitivity on the part of the teacher.


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# *Amisko Wîhkaskwa* / Wild Mint: Teacher Backgrounder

This ceremony may be a sensitive issue in some communities. It is the teacher's responsibility to determine any sensitive issues, based on the cultures of the students in the class and the community in which Cree is being taught, especially in urban schools.

Participants' behaviour at this event is usually one of respect, including doing as you are told; i.e., where to sit, how to sit and to be quiet. The teacher can prepare the students by explaining:

- the ceremony
- why it is performed
- who an *Oskâpêwis* (Elder's Helper) is and what his duties are
- the key words the students can listen for.

If the teacher does not know the appropriate protocols, he or she can invite an Elder or *Oskâpêwis* to talk to the class.


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# *Amisko Wîhkaskwa* / Wild Mint: Self-assessment

**Performance Task Description**

Your school is inviting Elders to a school event. Your Cree class will make *Amisko Wîhkaskwa* / wild mint tea to serve to the Elders.

**Instructions**

1. You and your class will invite Elders to a school event, using the appropriate protocols.
2. Before the event, prepare a big chart that shows the *Kikâwînaw Askiy* (Mother Earth*) protocols for picking wild mint. Your Cree class will display the chart when the visitors are present. Include the reasons why these protocols are followed in Cree culture.
3. With your teacher's help, prepare the mint tea for the visitors on the day of the community event.
4. As a group, during the event, provide a short talk about the prepared chart.
5. At the community event, enjoy some wild mint tea with your classmates.

**Evaluation Tools**

- Self-assessment Rating Scale and Feedback
- Self-assessment Rating Scale
- Observation Checklist

* *Kikâwînaw Askiy* (Mother Earth) and *Omâmawi Ohtâwîmâw* (Creator) are discretionary terms. Some of these tasks require caution and sensitivity on the part of the teacher.


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# *Amisko Wîhkaskwa* / Wild Mint: Self-assessment Rating Scale and Feedback

*Ni wîhowin:* _____ *Pîsim/Kîsikaw:* _____

## *Amisko Wîhkaskwa* / Wild Mint: Self-assessment Rating Scale

| *Nikakî ...* | | *Wahwâ* | *Ehâ* | *Ahâw* | *Namacîskwa* |
|---|---|---|---|---|---|
| CM-1.3b | • give a variety of reasons about why it is important to participate in cultural activities | ☐ | ☐ | ☐ | ☐ |
| CM-1.1a | • support my ideas well with the Elders' teaching about *Kikâwînaw Askiy* (Mother Earth*) | ☐ | ☐ | ☐ | ☐ |
| CM-1.3b | • enjoy my wild mint drink with my classmates | ☐ | ☐ | ☐ | ☐ |
| CM-1.3b | • understand why wild mint is important in Cree culture | ☐ | ☐ | ☐ | ☐ |
| CM-1.3b | • understood why sharing wild mint is important in Cree culture | ☐ | ☐ | ☐ | ☐ |

***Kîspin âsamîna ta wîcihewiyân isihtwawina, nika miywîhten ta ...***

***wiya ...***

## *Amisko Wîhkaskwa* / Wild Mint: Feedback

| | *Wahwâ* | *Ehâ* | *Ahâw* | *Namacîskwa* |
|---|---|---|---|---|
| ***Aya ohci tahkoc, ni ...*** | ☐ | ☐ | ☐ | ☐ |

* *Kikâwînaw Askiy* (Mother Earth) and *Omâmawi Ohtâwîmâw* (Creator) are discretionary terms. Some of these tasks require caution and sensitivity on the part of the teacher.


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# *Amisko Wîhkaskwa* / Wild Mint: Self-assessment Rating Scale

*Ni wîhowin:* _____ *Pîsim/Kîsikaw:* _____

| *Aya ohci nikakî wîcihiwân ôhi isihtâwina ...* | Quality of Reasons<br>*Wahwâ* *Ehâ* Ahâw *Namacîskwa* |
|---|---|
| CM-1.1a Respect to *Kikâwînaw Askiy* (Mother Earth*)<br>_____<br>_____ | ☐ ☐ ☐ ☐<br>Comments |
| CM-1.1b This is a concrete way to show respect for *Kikâwînaw Askiy* (Mother Earth*)<br>_____<br>_____<br>_____ | ☐ ☐ ☐ ☐<br>Comments |
| CM-1.3a Wild mint can be found in:<br>_____<br>_____<br>_____ | ☐ ☐ ☐ ☐<br>Comments |
| CM-1.3b Some uses for wild mint are:<br>_____<br>_____<br>_____ | ☐ ☐ ☐ ☐<br>Comments |
| *Ayimihtâyini aya ohci ka itasinahikiyân, mahti nâkatâpahta ...* | |

* *Kikâwînaw Askiy* (Mother Earth) and *Omâmawi Ohtâwîmâw* (Creator) are discretionary terms. Some of these tasks require caution and sensitivity on the part of the teacher.


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**For Student and Teacher Use**

# *Amisko Wîhkaskwa* / Wild Mint: Observation Checklist

*Pîsim/Kîsikaw:* _____

***Poko Itôtamihk:*** CM-1.1a, S-3.1a The student participates in activities that demonstrate care and respect for *Kikâwînaw Askiy* (Mother Earth*)

| *Okiskinohamôwâkan* | *Ehâ* | *Namacîskwa* | *Itwewina* |
|---|---|---|---|
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| 30. | | | |

* *Kikâwînaw Askiy* (Mother Earth) and *Omâmawi Ohtâwîmâw* (Creator) are discretionary terms. Some of these tasks require caution and sensitivity on the part of the teacher.


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